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SPECIAL REPORTS

ON

THE SYSTEMS OF EDUCATION

IN

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NOVA SCOTIA, NEW BRUNSWICK, PRINCE EDWARD ISLAND AND NEWFOUNDLAND.

(Sectional Reprint from Vol. IV. of "Special Reports on Educational Subjects.")

LONDON:
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BY WYMAN AND SONS, LIMITED, FETTER LANE, E.C.

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1901.

Price 8d.

INTRODUCTORY NOTE.

The following Reports are reprinted from Vol. IV. of "Special Reports on Educational Subjects," published in April, 1901. They were prepared in response to an invitation of the Lords of Committee of Council on Education, transmitted in 1897 by the Secretary of State for the Colonies:—

NOVA SCOTIA, by Mr. A. H. Mackay, Superintendent of Education, Nova Scotia.

NEW BRUNSWICK, by Professor J. Brittain, Instructor in the Provincial Normal School, Fredericton, New Brunswick.

PRINCE EDWARD ISLAND, by Mr. D. J. MacLeod, Chief Superintendent of Education, Prince Edward Island.

NEWFOUNDLAND, Part I., by the Rev. Canon W. Pilot, D.D., D.C.L., Superintendent of Church of England Schools in Newfoundland.

Part II., by the Rev. G. S. Milligan, M.A., LL.D., Superintendent of Methodist Schools in Newfoundland.

Before publication supplementary notes were added and more recent statistics inserted by the Special Inquiries Section of the Board of Education. It has not been found practicable to alter the paging, which has reference to the volume in which the reports originally appeared.

A synopsis of the contents will be found prefixed to each Report.

The contents-tables and prices of the volumes of "Special Reports on Educational Subjects," already published, will be found at the end.

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August, 1901.

THE SYSTEM OF EDUCATION IN NOVA SCOTIA.

INTRODUCTORY - - - - - - - - - 265

I. EARLY HISTORY.

Education Act of 1811 - - - - - - - - 267
Rise of Denominational Colleges and Universities - 268
Private Schools - - - - - - - - - 269

II. PRIMARY AND SECONDARY EDUCATION.

The Rise of the Free School Idea - - - - - - 270
First Superintendents of Education - - - - - 270
Free School System - - - - - - - - 271
Council of Public Instruction - - - - - - 274
Superintendent of Education - - - - - - 274
District Commissioners of Schools - - - - - 274
The Inspector - - - - - - - - - 274
The School Section - - - - - - - - 275
The Annual School Meeting - - - - - - 275
Finance - - - - - - - - - - - 275
County Academies - - - - - - - - - 276
Courses of Study and Text Books - - - - - 277
Manual Training - - - - - - - - 281
Religion - - - - - - - - - - - 281
Public Grants for Denominational Schools - - - 282
Licensing and Appointment of Teachers - - - 283
Salaries, Classification, etc. - - - - - - 286
Attendance - - - - - - - - - 288
High School Classes carry forward Primary Education - 288

III TECHNICAL, COMMERCIAL AND AGRICULTURAL INSTRUCTION - - - - - - - - - - - 289

IV. PUBLIC REFORMATORIES, INDUSTRIAL OR PARENTAL SCHOOLS - - - - - - - - - - - 292

Free Meals - - - - - - - - - - 292

V. SCHOOLS FOR THE BLIND AND THE DEAF AND DUMB - - 292

SUPPLEMENTARY NOTE - - - - - - - - - 293

APPENDICES.

A. Regulation of the Council of Public Instruction referring to "Devotional Exercises" - - - - - 294
B. The Public School Course of Study as prescribed in 1898 294
C. The General Regulations of the Provincial High School Examinations, 1898 - - - - - - - - 312
D. Regulations of the Council of Public Instruction referring to County Academies - - - - - - 319
E. Regulations of the Council of Public Instruction referring to "Common" School Buildings - - - 322
F. Regulations of the Council of Public Instruction on the Licensing of Teachers and their professional qualifications - - - - - - - - - 326

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THE SYSTEM OF EDUCATION IN NOVA SCOTIA.*

Introductory.

The area of the province of Nova Scotia is given at 20,550 square miles. According to the census of 1891 it had a population of 450,523. Of these 160,073 were scheduled as wage earners engaged in one of the following different classes of occupations :

Agriculture	53,340
Mining and Fishing	29,893
Manufactures and Mechanical work	26,541
Domestic and Personal service or trades	23,463
Trade and Transportation	18,117
The learned Professions	6,100
Living on Incomes	2,619

These figures, aggregating more than one third of the total population, give an approximate idea of the different future employments of those who are being educated for wage earners of the general classes specified. The mothers and younger children form nearly two thirds of the population, the former requiring, for reasons which need not be stated here, an education as full, as general, and as practical as the wage earners.

Their religious classification in 1891 was as follows :—

Roman Catholics	122,452
Presbyterians	108,952
Baptists	72,731
Church of England	64,410
Methodists	54,195
Free-Will Baptists	10,377
Lutherans	5,882
Congregationalists	3,112
Disciples	1,728
Salvation Army	1,377
Others	5,307

* The statistics in this Report, which was prepared in 1898, have been corrected, where possible, from official documents since received.

The outline statistics of all the educational institutions of the province, public and private, for the year ended July, 1897, may be stated as follows:—

Public Schools.	
School sections maintaining school during the year	1,743
Valuation of property subject to assessment in the same	80,738,448 *dols.*
Valuation of the average school section	46,322 „
Regularly licensed teachers in Elementary and Secondary Schools	2,485
Pupils enrolled in the Elementary and Secondary Schools	101,150
Pupils daily present on an average during the whole year	53,817
Pupils in Deaf and Dumb Institution from the province	85
Pupils in the School for the Blind from the province	60
Students in the Provincial Normal School	152
Students in the Provincial School of Agriculture	70
Students in the Provincial Mining Schools	52
Students in the Nova Scotia School of Horticulture	50
Annual cost of education per pupil in daily attendance	15.06 *dols.*
Total cost of public education for the year	810,676 „
Revenue from local assessment in the 1,743 school sections	448,263 „
Revenue from County assessment (paid to trustees of section)	119,602 „
Revenue from Provincial Grants (182,500 *dols.* for teachers' Elementary Schools)	242,811 „

Private Schools.	
Enrolled in attendance at five Ladies' Colleges, Seminaries, or Convents, two Business Colleges, three secondary schools, and thirteen elementary schools and kindergartens	1,973
Enrolled in the Universities not affiliated with the public school system (secondary or high school system)	548

I. Early History.

The Society for the Propagation of the Gospel in Foreign Parts, at the request of the Lords of Trade and Plantations by letter dated, Whitehall, England, April 6th, 1749, resolved to send six clergymen and six schoolmasters to the settlement at Chebucto (Halifax) as soon as it should be formed. Two of these came out with the 2,576 settlers under Edward Cornwallis, the convoy of whose fleet of transports arrived in the present harbour of Halifax on the 21st of June, 1749. Schools were then mainly supported by fees; but towards the end of the century more particularly, the provincial Government began to aid many by small grants. The provincial Legislature, which dates from the year 1758, established a seminary at Windsor in 1788. Next year a grammar school was established at Halifax, the capital; and an Act incorporating King's College at Windsor was passed. In 1790 £500 for the site of the college and an annual grant of £400 were voted by the Legislature. These institutions were under the control of the Church of England. In 1802 King's College was granted a Royal Charter from England with £1,000 a year, which was not withdrawn entirely until 1834. But one of its statutes contained the following clause: "No member of the university shall frequent the Romish Mass "or the meeting-houses of Presbyterians, Baptists, or Methodists, "or the Conventicles or places of worship of any other dissenters "from the Church of England, or where Divine Service shall not "be performed according to the liturgy of the Church of England." As a consequence, a movement commenced as early as 1805 at Pictou, in the north of the province, under the leadership of the Rev. Dr. Thomas McCulloch, in favour of the creation of an institution of the higher education free from religious tests. This movement was aided at Pictou by the Education Act of 1811, which established "grammar schools" in each of the ten most important districts of the province, each with an allowance of £100 for the head master, and £50 for an assistant when the pupils numbered over thirty. This Act remained in force until 1825. But in Pictou more was demanded, and in 1816 the Pictou Academy was incorporated after the plan of one of the Scottish universities. Opening shortly after, this institution prepared students for graduation at the University of Glasgow, Scotland; but still neither the power of conferring degrees nor the encouragement of a permanent grant was given it, although four-fifths of the population of the province, and on some occasions the House of Assembly, unanimously pressed its claims upon the Government. After a few annual grants of £400 about the middle of the twenties, the Governor's Council of nine by a majority of one vetoed from year to year any further grants proposed by the House of Assembly, until the institution accepted the position of a secondary school. It was under these circumstances that the

Education Act of 1811.

representatives of the people began that agitation for an Executive Council, having the confidence of the popular branch of the Legislature, which resulted in 1848 in the concession of the principle of responsible government. After a vain though nearly successful struggle for more than a decade, the one brilliant fight for an undenominational university was fought and lost. The later attempts have little dramatic interest. In the meantime elementary education was progressing. In 1814 a large school on the Lancastrian plan was started in Halifax, and three years later another on the Madras system, both of which were in receipt of public grants.

The Rise of Denominational Colleges and Universities.

In 1820 the corner stone of Dalhousie College was laid in Halifax by the Governor, Earl Dalhousie. Its initial endowment of £9,750 was from the proceeds of the Custom duties collected at Castine, a town which was captured from the United States in the war of 1814. It was to be a provincial university such as the Pictou Academy was then striving to develop into in the north. Not, however, until the collapse of all the expectations of the latter institution in 1838 was this college opened. For seven years it functioned with a staff of Presbyterian professors, starting out with such an appearance of exclusiveness (which might have resulted from the defeat of the more generous aspirations of the promoters of the Pictou Academy and the success of the King's College idea), as to alienate the Baptists and give rise in its turn to the establishment of Acadia College at Wolfville, in the same year, 1838. Dalhousie College paid the penalty of its mistake and was closed in 1845 until it was reorganised by the Legislature in 1863 as an undenominational and provincial university. In recent years its students have numbered more than those of all the other universities combined.

The "Presbyterian College" is a purely theological institution which originated in 1820 in affiliation with the Pictou Academy, and after migration in succession to West River, Truro, and the City of Halifax, settled down at Pine Hill, in the suburbs of Halifax, in 1878.

In 1854 the Roman Catholic College, St. Francis Xavier, was established at Antigonish. (*See also Supplementary Note.*)

In 1860 the Roman Catholic College, St. Mary's, was started in the City of Halifax.

In 1862 the Methodists established the University of Mount Allison in the province of New Brunswick, near the border of Nova Scotia, and like the Nova Scotian colleges proper, it received a similar grant from the provincial treasury for its services to the Methodist denomination.

In 1876 the University of Halifax, on the model of that of London, was incorporated by the Legislature with the hope of eventually concentrating the power of the conferring of degrees in one provincial institution. For Dalhousie, though undenominational in its constitution, Board of Governors, and professoriate, was of necessity patronised by the majority of Presbyterian students, who had only a Theological College of their own, in preference to the denominational colleges; and it

was therefore naturally represented from the denominational point of view as the Presbyterian University. But the colleges with a few exceptions refused to surrender their degree granting powers even for the promise of the continuation of the college grants. A new provincial administration determined to exercise economy accepted this refusal as an occasion to terminate the system of public aid to the universities. The last of such grants was paid in the year 1881, the aggregate for the last year being $15,800.

With this stroke the University of Halifax, depending solely on the legislative grants, and St. Mary's College collapsed.

But in 1890 another degree conferring college was added to the list. The Eudist Fathers from France founded the college of Sainte Anne at Church Point in the midst of the largest French settlement in the province. (*See also Supplementary Note.*)

Private Schools.

These universities with a few secondary, special, and elementary schools, including ladies' colleges, seminaries, convents, business colleges, primary schools and kindergartens, which enrolled in 1897 only 1,973 pupils with an estimated average attendance of 1,297, are the only educational institutions not under the direct control of the Education Department. Among the universities the two Roman Catholic colleges are affiliated to the public school system, functioning under the law as County Academies for their respective counties, for which they receive their share of the Academic grant.

To conclude this subdivision of our historic sketch, a summary of the statistics of all these private educational institutions (which are the only ones which are to-day independent of provincial aid and control), is given in the following two tables :—

A.—The Universities, with 548 students.

B.—Secondary, elementary, and special private schools, with 1,973 pupils.

A.—The Universities of Nova Scotia, Year ended 1897.

NAME.	Opened.	Location.	Affiliation.	Professors.	Lecturers.	Students.					Total Students.	Total Graduates.
						Arts.	Science.	Medicine.	Law.	Theology.		
Dalhousie - -	1863	Halifax -	Undenom.	11	20	194	25	62	67	—	348	72
Acadia - - -	1838	Wolfville -	Baptist	8	2	124	—	—	7	—	124	46*b*
Pine Hill - -	1820	Halifax -	Presbyterian	4	1	—	—	—	—	47	47	6
King's - - -	1790	Windsor -	Ch. of Eng.	6	4	19	7	—	—	14	29	21*b*
St. Fr. Xavier -	1854	Antigonish	R. Cath. (Eng)	—	--	--	--	--	-		*a*	10
Sainte Anne -	1890	Church Pt.	R.C. (French)	—	—	--	-	--	-	--	*a*	—
				29	27	337	32	62	74	61	548	155

a. Academic students enrolled among those of the public schools.

b. In the second line seven students are counted twice, and in the fourth line eleven are counted twice—once in the Arts and again in Law or Theology.

B.—Private, Special, Secondary, and Elementary Schools of Nova Scotia, Year Ended 1897.

NAME.	Location.	Teachers	Annual roll.	Average Attendance.
Halifax Ladies' College and Conservatory of Music	Halifax	23	362	200
Mount St. Vincent Academy	Rockingham.	15	93	90
Church School for Girls	Windsor	12	80	80
Acadia Seminary	Wolfville....	10	86	70
Academy of the Sacred Heart	Halifax	26	105	100
Whiston and Frazer's Commercial College	Halifax	8	361	87
Seventeen other Academies, Elementary Schools, and Kindergartens	.....	50	1,086	670
Totals	.....	144	1,973	1,297

II. Primary and Secondary Education.

The Rise of the Free School Idea.

In 1825 the Legislature had a breezy discussion of the question of a public school system; but the principle of free schools supported by compulsory assessment, which was advocated on this occasion with much eloquence, was rejected by a vote of 24 to 12, so great was the fear of legislation which would confer the power of local taxation.

In 1832 the province was divided into districts averaging the size of half a county, each under a board of School Commissioners appointed by the Governor-in-Council. These boards were entrusted with the power of organising school sections approximating four miles in length and breadth where possible, and of otherwise stimulating and directing the formation and maintenance of schools in the district under their charge. The funds for each school were obtained mainly from local subscriptions which were supplemented by the grant from the provincial treasury. In 1841 the Legislature was opened by a speech of Lord Falkland, the Governor, in which he advocated the adoption of the principle of assessment; but the House of Assembly was still afraid, and contented itself with the further amendment of the Act of 1832. Provision was also made at length in nearly all the schools for the education of free scholars, but they were a small minority.

The First Superintendents of Education.

In 1850 a provincial superintendent of education was appointed in the person of the late Sir John William Dawson, of McGill University. Under his short term of three years there was a rapid advance in the education of the Legislature and the country with respect to the advantage of improved buildings and methods, the establishment of a Provincial Normal School, and the adoption of the system of local assessment. In 1855 the Normal School was opened under the principalship of the second superintendent, Rev. Dr. Forrester. Under his advocacy from the platform and the Press the time came in 1864 for the establishment of the free school system.

The present Sir Charles Tupper, who was leader of the Government in 1864, was able to introduce the bill with the ultimate concurrence of the leader of the opposition, the late Sir Adams G. Archibald; and without any serious resistance it was eventually passed. But in every school section throughout the land there were several families whose education was practically completed under the old conditions, who were now without consideration taxed heavily for the education of their neighbours who in many cases never aided them in the support of their schools. By these and others who were often well off, yet without any children to send to school, the Act was considered outrageously unjust beyond experience or tradition. But as the intelligent representatives of both political parties were committed to a principle which had been glorified for thirty years as the unapproachable ideal, it never became a party question directly. The same parliament accepted confederation with the other provinces of the Dominion of Canada in 1867. So it fortunately happened for the school question that the vials of popular wrath were poured out on the supporters of that administration, ostensibly because the question of confederation was not first presented to the electorate before being acted upon by the legislature. For the next few years the province had therefore to pose as extremely anti-confederate; but no voice was ever raised in Parliament against the principle of assessment and of free schools. Free School System.

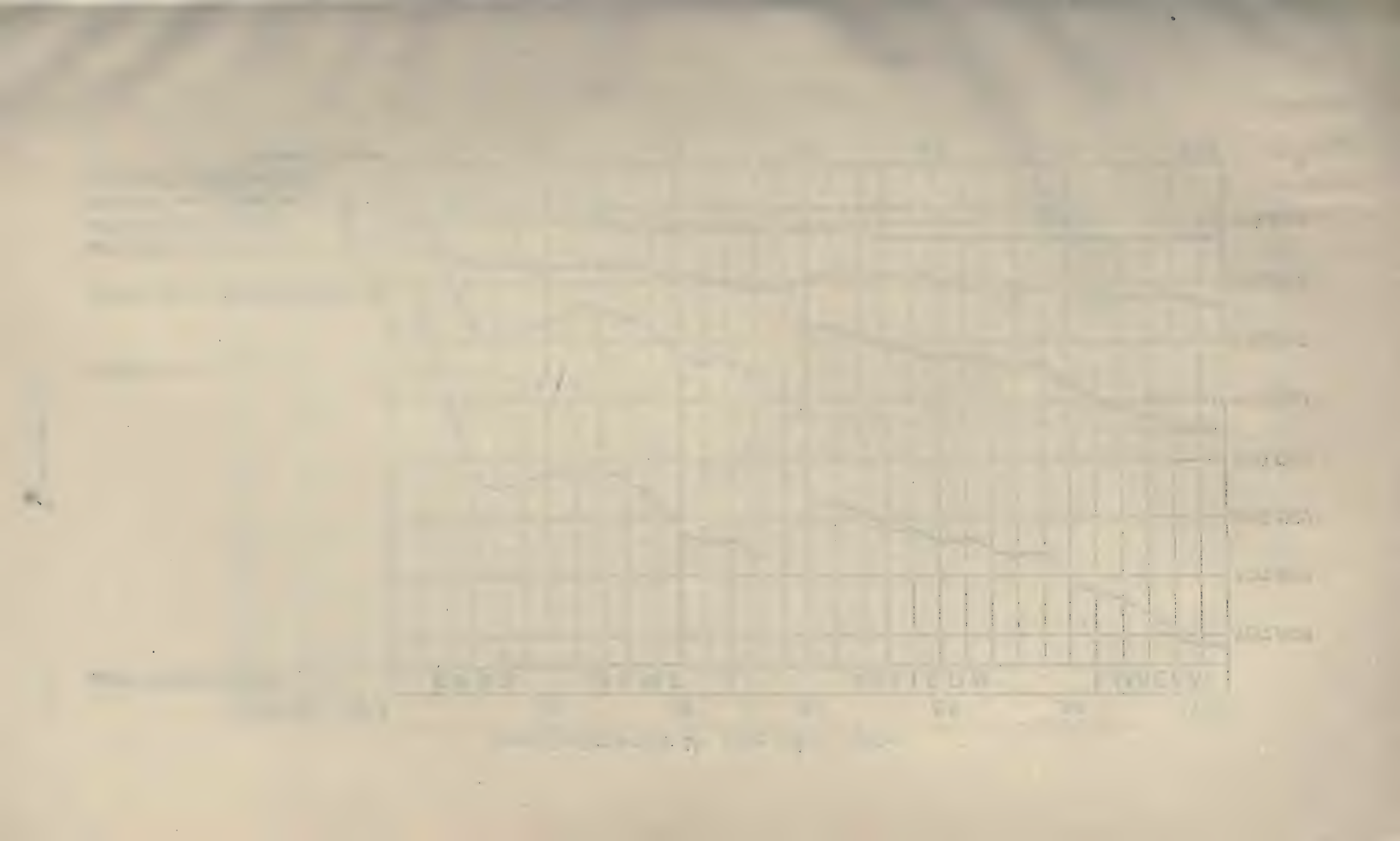
Although during these years a generous interest in education had been increasing fast, the census of 1861 showed that out of a population of some 300,000 over the age of five years there were 81,000 who could not read. It was estimated that in 1863, while some 37,000 were enrolled as attending school for some portion of the year, there were more who were receiving no educational training whatever — 50,000 according to some estimates.

The two tables following show the growth of educational effort for a series of years before and after this event. It should be observed that the numbers of teachers and pupils in the first table are inflated as compared with those of the second which gives the mean of the respective numbers for each half of the year, while the former gives the total numbers of different teachers and pupils for any and every portion of each year. It will also be observed in the first table, that during those years the average attendance was not considered of sufficient importance to record in the reports made to the legislature, from which these statistics are taken.

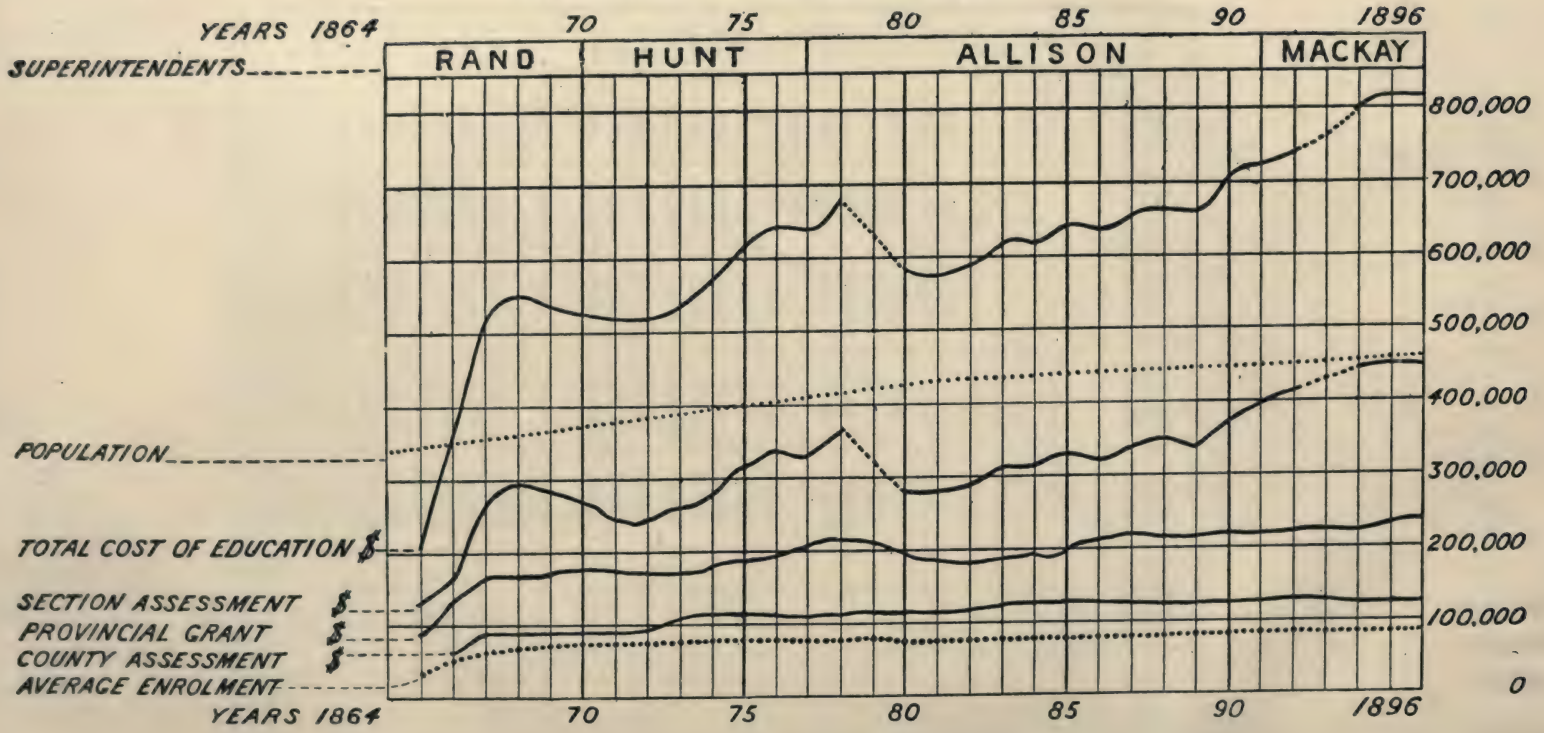
Before the Free School System.

YEAR.	Number of Teachers.	Number of pupils enrolled.	Local Funds $4—£1.	Provincial Grants, $4—£1.	Total Cost of Schools.	Annual Cost per pupil "enrolled."	Superintendents.
			$	$	$	$	
1820	.....	.....	.....	.....	34,720	.....	
1824	217	5,514	.....	.....	.....	.....	
1828	.....	6,639	.....	.....	.....	.....	
1829	.....	12,000	.....	.....	.....	.....	
1831	375	12,941	48,792	.....	.....	.....	
1832	423	11,771	31,367	7,338	38,705	3 29	
1833	457	13,161	57,602	16,628	74,230	5 64	
1834	444	12,573	37,468	17,865	55,333	4 40	
1835	530	15,292	49,813	27,323	77,136	5 04	
1836	550	16,000	60,000	18,000	78,000	4 88	(*)
1841	648	20,910	.....	.....	.....	.....	
1842	854	92,382	83,973	36,122	120,095	4 09	
1843	939	29,723	92,972	34,396	126,668	4 26	
1844	935	30,979	88,190	36,255	124,445	4 02	
1846	1,001	33,960	79,828	37,712	117,540	3 46	
1847	1,041	34,729	93,172	43,394	136,566	3 93	
1850	896	25,398	100,556	42,368	142,924	5 64	Dawson.
1851	878	29,579	93,611	42,675	136,286	4 61	
1852	967	32,762	107,407	47,982	155,389	4 74	
1854	907	31,010	103,608	46,642	150,250	4 85	M. & R.
1856	....	31,307	104,047	42,355	146,402	68	Forrester.
1857	1,002	34,356	128,222	53,519	181,741	5 29	
1858	1,127	33,742	129,672	53,319	182,991	5 42	
1859	1,061	35,581	135,041	46,891	181,932	5 11	
1860	1,059	35,293	121,873	45,742	167,615	4 75	
1861	1,043	33,652	129,775	46,833	176,608	5 25	
1862	1,092	36,087	129,999	47,888	177,887	4 93	
1863	1,072	37,483	130,664	45,472	176,136	4 70	
1864	1,112	35,405	115,226	47,930	163,156	4 61	Rand.

* Up to the year 1836 these statistics include only the elementary schools. After this date the secondary schools are also included, *i.e.*, the grammar and high schools or academies.



[*To face page 273.*]



Under the Free School System.

Years.	Av. No. of Teachers W. and S. Terms.	Average enrolment of Winter and Summer Terms.	Average Daily Attendance Winter and Summer Terms.	Av. p.c. of enrolment in Daily Attendance.	School Section Assessments.	County Assessment.	Provincial Grants.	Total Cost of Public Education.	Annual cost per pupil in Daily Attendance.	Superintendents.
					$		$	$	$	
1865	916	39,461	23,572	60.0	124,673	—	87,085	211,758	8.98	Rand
1866	1059	50,574	29,239	57.8	176,252	55,462	136,821	368,533	12.60	
1867	1360	65,896	36,943	56.1	262,913	91,477	162,000	516 390	13.98	
1868	1390	68,612	39,731	58.2	298,659	91,958	164,750	555,367	13.98	
1869	1515	74,139	43,078	58.1	286,754	91,760	167,387	545,901	12.67	
1870	1565	75,279	42,177	56.0	266,160	91,762	174,602	532,524	12.62	Hunt
1871	1620	75,995	43,612	57.4	247,209	91,762	176,174	515,145	11.81	
1872	1592	73,638	40,806	55 4	245,759	95,461	171,395	512,615	12.56	
1873	1624	74,297	41,392	55.3	265,274	105,029	165 562	535,865	12.94	
1874	1658	76,277	44,143	55.0	287,349	107,301	175,013	569,663	12.90	
1875	1775	79,123	44,229	55.3	320,130	107,396	185,565	613,091	13.86	
1876	1810	79,813	45,373	56.3	338,838	106,781	194,605	640,224	14 11	
1877	1888	82,364	46,690	56.8	324,550	106,833	204,266	635,649	13.61	Allison
1878	1954	82,846	48,951	59.0	368,282	106,920	208,115	683,317	13 96	
1879	1985	82,998	45,857	55.4	—	107,181	205,575	—	—	
1880	1809	76,393	42,580	55.7	281,561	107,181	196,217	584,959	13.74	(*a*)
1881	1881	78,828	43,461	55.1	286,086	106,695	185,519	578 300	13.26	
1882	1932	79,042	43,746	35.3	290,564	106,949	184,627	582,140	13.31	
1883	1961	80,477	45,650	56.7	316,477	120,340	186,088	622,905	13.65	
1884	2014	82,153	47,280	57.5	314,172	120,345	191,124	625,641	13.23	
1885	2054	84,025	48,398	57.8	334,044	120,328	199,188	653,560	13.50	
1886	2111	85,714	51,142	59.6	321,954	120,377	209,834	652,165	12.75	
1887	2143	85,474	50,655	58.5	337,216	119,047	216,085	672,348	13.43	
1888	2153	84,534	48,707	57.6	346,314	118,485	211,196	675,995	13.88	
1889	2182	84,429	50,038	59.2	341,716	118,281	212,922	672,919	13.45	
1890	2214	85,482	49,620	58.0	377,529	118,349	213,434	709,312	14.29	
1891	2229	83,548	49,347	59.0	393,077	118,301	213,906	725,284	14.69	Mackay
1892	2268	85,077	50,975	59.8	410,017	120,127	216,430	746,574	14.65	
1893	2319	85,733	49,391	57.6	413,449	89,623	166,040	669,112	13.55	(*b*)
1894	2351	87,595	49,808	56.9	454,200	120,507	220,436	795,144	15.96	
1895	2399	89,126	51,528	57.8	453,144	119,900	238,760	811,804	15.75	
1896	2438	90,270	53,023	58.7	450,972	120,018	242,345	813,335	15.34	
1897	2485	90,918	53,817	59.2	448,263	119,602	242,811	810,676	15.06	
1898	2510	91,615	55,715	60.8	473,106	119,869	245,837	838,810	15.06	

(*a*) The grants to the universities (denominational colleges, &c.) which amounted to $15,800 annually were discontinued from the year 1881.

(*b*) In 1893 the school year was changed so as to close in the middle of the summer vacation—the end of July instead of the end of October. This transition school year therefore consisted of only nine months or three-fourths of a calendar year. Instead of the averages for the previous winter and summer terms, after this date the averages are those of the four quarters of the school year.

The Council of Public Instruction.

The Council of Public Instruction consists of the members of the executive council of the Provincial Government, five of whom constitute a quorum. This body determines the regulations for the expenditure of the funds appropriated for educational purposes, the classification of teachers, and for the administration of all matters generally which fall within the scope of the educational statutes. It prescribes the school books and the courses of study for the schools of all grades. It directs the normal school, appoints the provincial examiners of the high school students, inspectors, district school commissioners, and has power to make provision for any exigency not inconsistent with the statutes.

The Superintendent of Education.

The Superintendent of Education is appointed by the Governor in Council, and is also the Secretary of the Council of Public Instruction. His duties are generally the same as those of a Minister of Education, with the exception that he has not to find a constituency for election; and is answerable directly to the Government instead of to the House of Assembly. The Education Department in Nova Scotia has hitherto had the good fortune of being considered non-partizan, although the Council is exclusively made up of the members of the Provincial Cabinet and its secretary the superintendent.

The District Commissioners of Schools.

The District Commissioners of Schools are continuations of the boards which were in 1832 invested with the power of directing and stimulating education in the days of voluntary subscriptions for the support of schools, when local efforts of specified degrees were rewarded by certain provincial grants. There were recently thirty-three such boards presiding over as many divisions of the province, but their functions are now mainly confined to the rectification of the bounds of the school sections, and the determination of those which, owing to their geographical and other conditions, should be placed on the list of those receiving special aid one-third more of both the county and provincial grants than the normal ratio.

The Inspector

The inspector, who is appointed by the Council of Public Instruction, on the recommendation of the Superintendent of Education, is the secretary of each of these boards within his inspectorate, but this duty is merely an incidental part of his work. The province is subdivided into ten inspectorates, which gives on an average over two hundred schools to each inspector. This office is one of the most important in the whole system, for the inspector directly inspects each school within his district, makes up the pay list from the returns from each of the schools, pays the provincial and county grants to the teachers and trustees, when the same is authorised to be paid from the Education Department, to which a summary of all returns, etc., are promptly sent as the basis of the division of the funds; withholds approval from returns of schools in which the law has not been observed until there is the required reform, etc. The inspectors are the direct agents of the Education Office, reporting monthly on all the schools visited by them, and coming into authoritative

contact with teachers and trustees in every section of the province.

The school section is the unit corporation for school purposes, and geographically includes a territory about four miles in extent, with the school near the centre. There is an injurious tendency in many sections to reduce the geographical limits of the section for the purpose of having all the children near the school, while neither the wealth nor the population of the section will allow a good teacher to be employed. The experience of the educational authorities proves that under ordinary circumstances it is better to be two miles distant from a good school than to be only one mile from a poor school. The section is governed by a board of three trustees, one of whom retires each year at the annual meeting of the section, when his successor is elected. In towns having a municipal government the board of trustees is known as the school commissioners, three of whom are appointed by the municipal council and two by the provincial government, one member each retiring annually. In the City of Halifax there is a board of twelve school commissioners, six appointed by the city council and six by the provincial government, the two senior of each group retiring after serving three years. Cities or towns, no matter how much their extent may exceed the normal four miles, form but one school section. The great mass of school sections are rural, with a simple board of three trustees; the number of sections in 1898 was 1,874. The School Section.

The annual school meeting is the most important educational event in the rural school section. Except in certain specified sections it is fixed by law to be held on the last Monday of June, just before the close of the schools for the year, and seven or eight weeks or more before the opening of the schools in the new school year. It is the annual parliament of the section, where the taxpayers assemble to discuss the educational administration, elect the new trustee, and vote the amount of supply to be levied upon the section for the support of the school for the following year. The sum of the valuations of the property within school sections having schools was in 1897 $80,738,448, and in 1898, $81,726,341. The value of the school property itself was in these years $1,484,635 and $1,502,711 respectively. The total amount voted at the annual meetings of 1898 to be assessed on the section property was $473,104, $77,935 of which was for building and repairs, and $368,567 to supplement the funds from the other two sources for the salaries of teachers. One of these sources is the county fund, which is raised under the statute by the collection, with the rates of each county, of an additional sum equal to thirty cents per head for each inhabitant within the county at the last decennial census. This fund is distributed annually to the board of trustees of each section which conducts an approved public school as follows: first, a small grant of $25 for each teacher employed for the year in the section, then the balance and greater portion is divided to each section in the municipality in proportion to the grand total days' attendance made by the pupils in each school according to the returns sent The Annual School Meeting. Finance. The County Fund.

in at the end of the year. This stimulates the trustees to secure as large an attendance of pupils as possible, in order to increase their revenue from this source.

The Provincial Grant.

The provincial grant is the third source of revenue for the support of the school; but it is paid directly to the teacher, and is dependent on the class of licence held, as well as on the number of days taught. Originally a Class D, or Third Class, teacher received a grant of $60 per annum, Class C, or Second Class, teacher $90, Class B, or First Class, $120, as well as Class A, or County Academy, teachers who were not engaged in a county academy. But in 1888, in order to prevent an excessive growth of the grant from the provincial treasury, the sum total was definitely fixed at $167,500, and in 1895 at $182,500, to be paid in joint proportion to the days taught and the scale above given. The scale was extended to allow $180 for Class A teachers as subordinates, and $220 as principals of schools, with high school departments of prescribed magnitude. For 1897 the total amount of county grant to the school sections was practically the $120,000 authorised, and the total amount of the provincial grant to teachers, 2,485 in number, was practically the $182,500 authorised by the statute.* This sum does not include the grants to the county academies, which in 1897 amounted to nearly $16,000.

The County Academies.

The county academy is that high school within the county which receives a special grant on account of its agreement to admit free any students from the county who are able to pass the county academy entrance examination. This examination is conducted by the staff of the institution under general regulations upon question papers prepared by the Education Department on the first eight years' work of the public schools, generally known as the "common" school grades. The county academies are of four orders, determined merely by the extent of their equipment, and receive annually the respective grants of $500, $1,000, $1,500, and $1,720 in lieu of the provincial grant to its teachers. These grants are an inducement to the shire town of each county to make its high school of superior merit, as compared with the other high schools which may be within the county, and which may capture the grant if the shire town fails to provide the required accommodation. As a matter of fact, there are many high schools in some of the eighteen counties of the province which are superior to the county academies in the poorer counties. The course of study for these institutions is that of the Grades IX., X., XI., and, if desirable and possible, XII. The number of high school students enrolled in the academies during 1898 was 1,733. Those enrolled in the other high schools, or high school departments, doing exactly the same kind of work, without participation in the academic grant, but in the enjoyment of the less liberal provincial grants to teachers according to the general system, were 3,738. Not being subject to the special testing of the county academies, these numbers include a greater proportion of pupils

* The Provincial grant to teachers, 1897-8, was $182,592.

who are not so fully up to the standards. In many of the "common" schools a few of the pupils are doing a portion of the high school work, as are also some special students in the high schools proper. These numbered during the same year 1,652.

Courses of Study.

From 1864 to 1880 the only suggestion of a course of study for the common (elementary) schools was the list of books prescribed, and for the high (secondary) schools the syllabus of the teachers' examination, of which there were four grades, known as D, C, B, and A, one advancing above the other by about an average year's work, except the latter, which meant about two years' additional work, and fitted a candidate for a county academy headmaster's diploma.

From 1880 to 1885 the Education Department, assisted by the Provincial Educational Association, developed a course of study for the common schools first, then for the high schools. In 1893 the high school course was made the basis of a system of high school examinations, which are now held at forty different stations throughout the province in the first week of July, the closing week of the school year. Provincial certificates of grades D, C, B, and A are given to all candidates with the value of each subject or paper as marked by the provincial examiner of that subject, those not reaching the prescribed standard for a "pass" receiving a "decapitated" certificate bearing simply the full details of the examination record. Foreign languages are optional in this course. In the twelfth grade of the public schools, which is the fourth grade of the high schools, or grade A, there is a bifurcation into a classical side and a scientific side, with a nucleus of subjects in common, leading respectively to the certificates of A (classical) and A (scientific). The secondary schools are in this manner federated into a species of provincial university of secondary rank. The certificates of scholarship of the various grades are accepted as the scholarship qualifications of the different classes of teachers, and also in lieu of the entrance examinations into the various universities and technical colleges, thus doing away with the former necessity of having different classes in the same school if students in it were preparing for different colleges. In this manner the articulation of all private as well as public institutions of the higher education with the public school system is perfectly accomplished. Even when the unsuccessful candidate has not "passed," his certificate, if bearing marks high enough on the various subjects required by the entrance standard of any given institution will exempt him from examination upon those subjects. As the examination is conducted in the most impersonal manner by provincial examiners whose scholarship is universally acknowledged, and as the course of study and the examination papers themselves, as well as the results, are published in the official Journal of the Education Department, the standards can be most easily understood by all educational officers who accept them at their value.

Conspectus of the Public School Course of Study up to Grade XI.

A SUGGESTIVE PERCENTAGE OF TIME FOR CLASS-ROOM TEACHING IN EACH SUBJECT, ON THE SUPPOSITION THAT THERE IS ONE TEACHER FOR EACH GRADE. WHEN ONE TEACHER HAS THE WORK OF MORE THAN ONE GRADE, THE TIME TO EACH SUBJECT IN THE CLASS-ROOM MUST BE LESSENED.

SUBJECTS.	PERCENTAGE OF TIME IN EACH GRADE.									EXAMINATION VALUES FOR PROVINCIAL CERTIFICATES.		
	I	II	III	IV	V	VI	VII	VIII	High School.	IX	X	XI
English	40	40	40	40	40	40	35	30	20	Lang. 100 Gram. 100	Lang. 100 Gram. 100	Lit. 100 Gram. 100
Mathematics	20	20	20	20	20	20	25	30	20	Arith. 100 Alg. 100 Geom. 100	Arith. 100 Alg. 100 Geom. 100	P. Mat. 100 Alg. 100 Geom. 100
Science and Manual Art	20	20	20	20	20	20	20	20	20	Dr. &c. 100 Botany 100	Dr. &c. 100 Chem. 100	Physiol. 100 Physics 100
Geography & History	—	—	—	5	10	10	10	10	10	G. & H. 100	G. & H. 100	G. & H. 100
Music, Calisthenics, Moral and Patriotic Duties	20	20	20	15	10	10	10	10	5			
Optional. Languages, Latin and Greek									25	Latin 100	Latin 100 Greek 100	Latin 200 Greek 200
Optional. Or, French and German									25	Frnch 100	Frnch. 100 Germ. 100	Frnch. 100 Germ. 100

The average of the actual number of *minutes* of the *teachers' time* in the 2,346 school rooms of the province of *all* grades, absorbed in teaching the several subjects named *each day* on an average during the year ended 1897, was as follows, correct to the nearest minute:—

English (Spelling, 32; Reading, 66; Grammar, Composition, etc., 22)	120
Mathematics (Arithmetic, 60; Book-keeping, 5)	65
Science and Art (Nature Lessons, 7; Writing, 20; Drawing, 12)	39
Geography and History (Geography, 20; History, 17)	37
General (Calisthenics and Drill, 4; Music, 6; Hygiene and Temperance, 9; Moral and Patriotic Duties, 4)	23
Total minutes, on average, each day	284

In the high schools no time is given to some of these elementary subjects, and in many rural schools high school subjects absorb a portion of the teacher's time. All this time is abstracted from the average which would be found by taking the common school grades alone. And again, the great majority of the schools are yet very far from having an ideal teacher who can distribute his time in the most effective manner. It is simply the facts which are given here, and they should be supplemented by the following measure of the time absorbed in certain numbers of the 2,346 school rooms above discussed, in teaching the following high school subjects. The number of

school rooms and the average number of minutes spent per day correct to the nearest integer, are given here :—

In 200 schools practical mathematics absorb on an average 14 minutes daily; in 1,135 schools, Algebra, 15 minutes; in 909 schools, Geometry, 13 minutes; in 849 schools, Botany, etc., 7 minutes; in 172 schools, Physiology, 8 minutes; in 618 schools, Physics, 7 minutes; in 344 schools, Chemistry, 12 minutes; in 100 schools, Latin, 21 minutes; in 24 schools, Greek, 16 minutes; in 82 schools, French, 18 minutes; in 8 schools, German, 18 minutes; in 77 schools, Manual Training, 7 minutes.

While the time here has been reduced to a *daily* standard, it will not of course be assumed that each subject is taught every day. Most subjects are taught alternately but three or two days in the week, and some on one day only; while such a subject as Book-keeping may be taken up for a month or two only during the year. The reduction has been made to the daily average for the purpose of comparison. There are 18 county academies and perhaps as many more high schools. It will be seen, therefore, that there are quite a number of mixed common and high schools in the country, *i.e.*, schools with a few pupils doing more or less high school work under the eye of the teacher of the miscellaneous school.

The numbers of pupils returned as studying in each grade during the years 1897 and 1898 are as follows :—

——		1897.	1898.
Grade I. (and Kindergartens)		19,116	18,929
Grade II.		13,232	13,128
Grade III.		12,541	12,532
Grade IV.		13,007	13,275
Grade V.		11,136	11,007
Grade VI.		9,193	9,015
Grade VII.		9,305	9,344
Grade VIII.		7,064	6,850
Total in common school grades	94,594	——	94,080
Grade IX.		4,202	4,530
Grade X.		1,692	1,885
Grade XI.		590	608
Grade XII.		72	100
Total in high school grade	6,556	——	7,123
Total in public schools	101,150		101,203

The detailed course of study for fully graded schools, together with contracted forms for village and rural schools and a specimen time table for a miscellaneous school with one teacher, are given in Appendix B. The general principles governing them are indicated in the following comments introducing them :—

Public School Course of Study. Comments.

1. The public school course of study may be considered under its sub-divisions of the common and high school courses. They furnish a basis for the classification of pupils by the teachers and

for the examination of schools by the inspectors, while they also secure a definite co-ordination of all the work attempted in the public schools of all grades, thus fostering the harmonious interaction of all the educational forces of the province.

2. These courses are to be followed in all schools, particularly with reference to (1) the order of succession of the subjects, and (2) the simultaneity of their study. The fulness of detail with which they can be carried out in each school must depend upon local conditions, such as the size of the school, the number of grades assigned to the teacher, etc. As suggestive to teachers with little experience, contracted forms of the detailed common school course for miscellaneous and partially graded schools are appended.

3. The public school course of study is the result of the observation and experience of representative leading teachers of the province, under the suggestion of the experiments of other countries, and the criticism of our own teachers in provincial conventions assembled for many years in succession. A system developed in such a manner must necessarily in some points be a compromise, and presumably therefore at least a little behind what we might expect from the few most advanced teachers. But it is also very likely to be a better guide than the practice of a majority without any mutual consultation for improvement. The successive progression of studies is intended to be adapted to the order of development of the powers of the child's mind, while their simultaneous progression is designed to prevent monotony and one-sidedness, and to produce a harmonious and healthy development of the physical, mental, and moral powers of the pupil. The apparent multiplicity of the subjects is due to their sub-division for the purpose of emphasizing leading features of the main subjects which might otherwise be overlooked by inexperienced teachers. The courses have been demonstrated to be adapted to the average pupil under a teacher of average skill. The teacher is, however, cautioned to take special care that pupils prematurely promoted or in feeble health should not run any risk of "over pressure" in attempting to follow the average class work.

Changes in these courses of study must always be expected from year to year, but to a very small extent it is hoped, except in the prescription of certain texts in the high school course. These will be published from time to time in the organ of the Department, the JOURNAL OF EDUCATION, published in April and October of each year.

Text Books.

In performing the duty of selecting and prescribing text books for the public schools, the Council of Public Instruction has availed itself as fully as possible of the knowledge and experience of those who are engaged in the practical work of education. The sole aim of recent modifications has been to secure, at reasonable cost, a series of texts *adapted for use in schools*. Change in authorized books is *in itself* a very undesirable thing.

The prescribing of new books is one of such importance to the country that the most extraordinary care has to be taken to make sure that the ultimate advantages of a change will more than compensate the people for the temporary loss or annoyance always involved in making a change. But change there must be. It is the essential condition of all growth; and we ought under such circumstances to be always prepared for it.

Inspectors and teachers are reminded—

1. That the course of study for common schools encourages an economical expenditure for text-books by providing a system of oral instruction for junior classes. Too many teachers try to satisfy themselves in respect to their more youthful pupils by placing in their hands text-books not needed in any case, and worse than useless when unaccompanied by proper oral exposition. A text-book should not be required for a child until he is prepared to use it intelligently.

2. That the regulation which makes it illegal and improper for a teacher to introduce unauthorised texts, by no means hinders him from giving his pupils the benefit of other treatises to whose explanations he may attach importance. The progressive teacher will always have such aids within reach, and will so use them as to impart variety and interest to his instructions.

Optional Subjects.

The subjects named on the course of study are either "imperative" or "optional." The optional need not be provided for by the Boards of Trustees if they so determine, and if provision is made for them the pupil is not compelled to take the subject. The imperative subjects must be provided for in every school according to its grade, and as a rule all pupils are required to take them in their regular course.

In the high schools, for instance, all foreign languages are optional. But all the more clever students are encouraged to take one or two if not more of these, the points made enhancing their standing in the obtaining of "pass" certificates.

Manual Training.

In the common schools "manual training" is optional, as it also is in the high school. Needle-work for the girls is very common in the more progressive portions of the country. And in the city of Halifax a course in cookery is provided for the girls of grades VII. and VIII. A course in woodwork is also provided for the boys of grade VIII. and the high schools in Halifax. In a few of the other towns beginnings have been made in the same direction, iron work being provided for in a private school at Wolfville in addition to woodwork. Boards of trustees are encouraged to develop such extensions in connection with the public schools in the larger towns more especially; and all teachers are required to take a course in woodwork in the Provincial Normal School. Practical work in chemistry and physics are insisted upon in all schools, and students are stimulated to make as much of their own apparatus as may be possible in any given locality.

Religion.

Although religion is not even mentioned as an optional subject, it will have been noticed that instruction in moral and patriotic duties is imperative in every school either in regular

order or in connection with history and incidents in the daily school life, and anniversary days. It is also the duty of the teacher "to inculcate by precept and example respect for religion and Christian morality." But Regulation I. of the Council of Public Instruction (see Appendix A.), acknowledges the existence of old customs in connection with many of the schools with which it does not mean to interfere beyond the protection of persons who object in writing to "devotional exercises," from being compelled to take part in them or be present at them. In other words, the regulation allows "devotional exercises" to be conducted in any school so long as no "parent or guardian" objects thereto "in writing." If the objection be made, the exercises may be held within regular school hours if so modified as to give no offence to anyone. But if no such modification can be made, the exercise may be held immediately before the opening of the secular work of the school or after its close. The trustees are assumed to understand the local conditions of their section, and have, therefore very large powers for regulating such exercises where people desire to have them in the public school, but limited first by the provision that no one shall be compelled to be present at devotional exercises formally objected to, and second by the condition that they shall not encroach excessively on the regular and imperative work of the school.

The trustees of public schools may rent the schoolrooms of denominational schools, appoint teachers nominated by the owners of such rooms, provided that the teachers hold provincial licences to teach, and otherwise control the school in strict accordance with the law. Such schools having the regularly licensed teachers, the regularly prescribed school books, the public school register to keep, the same form of return to make out and attest, the same inspectors as the other schools, are in every respect public schools, and are therefore as eligible for the public grants as if the buildings were erected by the board of trustees itself. When it does not interfere with the proper grading, the Council of Public Instruction permits trustees in some cases to provide separate rooms for boys and girls, although coeducation is not only the rule in rural sections but in the academies and the other high schools.

In the City of Halifax the Roman Catholic members of the Board of School Commissioners are accustomed to nominate teachers to the schools belonging originally to the ecclesiastical corporation, although the appointments are always made by the full Board.

Public Grants for Denominational Schools.

In a few of the towns a small proportion of the children were withdrawn from the public schools to form convent schools. In most of these at date, the parties responsible for this schism acted with so much tact as eventually to see elected to the town councils and school boards in their localities those who affiliated the "separate schools" as above indicated to the public schools of the section. The fact that such schools thus win recognition from the local educational authorities in whose section they

originate, is a very high premium on their peaceful evolution. For the trustees are as free to change their policy when they consider it advantageous to the section, as they were formerly to make their policy. The fact that a school also performs other functions useful to all or a portion of a community does not disqualify it under these circumstances from participation in the public grants, if it is in every respect a public school under the control of the legal trustees of the section. This explains why the two Roman Catholic Colleges of the Province, St. Francis Xavier (English) and Sainte Anne (French), and most of the convents are affiliated with the public school system. In fact, no corresponding institutions of any other of the religious denominations are thus affiliated, although the law leaves it as open to the one as to the other.

Although the Roman Catholic denomination is thus the only one to develop affiliation of this kind with the public schools, it must be remembered that the law makes no concession in favour of one denomination more than another. For any other body, philosophic coterie or business corporation has the same privilege of impressing and convincing the local school authorities. Neither the statutes nor the regulations, nor the statistical forms contain a single reference to any religious sect or feature, excepting that injunction of the statutes requiring the teacher to inculcate by precept and example a respect for religion and Christian morality. The moral and patriotic training, with practical and objective methods in developing good character in the school children, combined with such dogmatic instruction as may be given under the direction of the clergy and others specially qualified in connection with the several church organisations, appear to produce at least as good results as the formal teaching of religion in the schools of many other countries.

Licensing and Appointment of Teachers.

A provincial syllabus for third, second, first, and county academy headmaster's classes of licence was one of the features of the Act of 1864. At first the examinations were held by the different boards of examiners appointed by the various boards of district school commissioners, then in 1867 by one provincial board. In 1893 this examination was changed into the provincial high school examination, a certificate of which is the basis of the scholarship of the candidate for licence. To this qualification he must add that of professional qualification, which may be of the normal order or minimum order. The first is graduation from the normal school of the rank corresponding to the grade of scholarship, which, with evidence of the prescribed age and character, will entitle the candidate to receive the class of licence corresponding to the grade of his high school certificate. The minimum professional qualification examination is the continuation of the old professional papers of the original "teachers' examination" on "teaching" and "school management," to which have been added "hygiene and temperance." This M.P.Q (minimum professional qualification) examination does not require attendance at the normal school, and everything else being

equal qualifies for a licence one degree lower than the corresponding grade of scholarship. Graduation from the normal school will enable a candidate to advance one degree beyond the licence held on entering if his work is approved. The advancing of his general scholarship by attendance at a high school for a year might enable him to make the same advance without attending the normal school, while it would be also advancing him towards some of the other professions for which, in this province, that of teaching is still too often a stepping-stone. But the present law takes away to some extent the actual discrimination against the normal school up to the year 1893. Since that date the number of normal school trained teachers employed in the schools out of the 2,500 of all combined has risen from 400 to 800. In 1898 there were 30 per cent. of trained teachers to 70 per cent. of untrained, examination-selected teachers. But the Council of Public Instruction, the Government, cannot yet venture to make normal school training compulsory on all, for the teaching profession has for so long been recognised as the general avenue into the learned professions. The regulations under which the licences are granted are given in Appendix F.

These are determined by the boards of trustees or commissioners of each school section, who advertise for and engage their own teachers. Such teachers must hold a licence of some class, and the provincial grant payable to each different class is known to the trustees, who as a rule find it to their advantage to obtain a teacher of as high a class as possible, not only on account of the more advanced scholarship, but on account of the larger grant paid to him. Without a licence the teacher would be simply a private teacher, and the school a private school unrecognised by the Education Department. Of such elementary schools there are now scarcely one dozen in the whole province, and such as are to be found are small and exist for some special reason.

Few Private Elementary Schools.

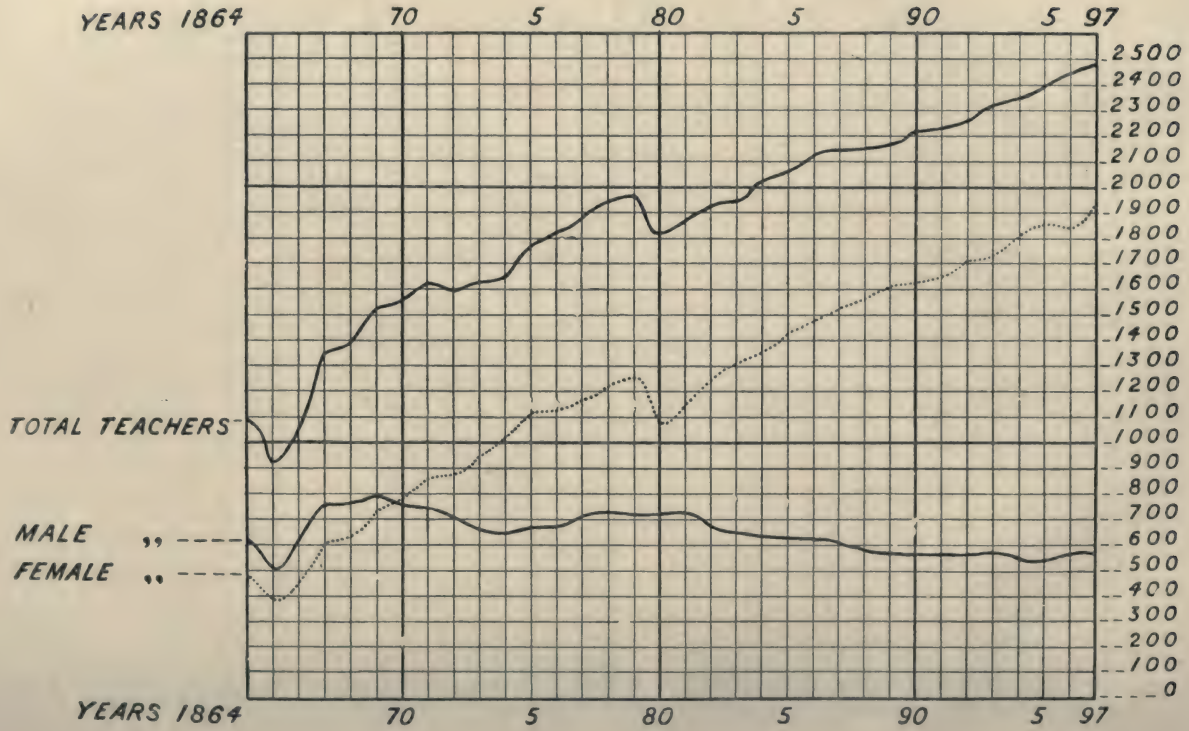
Sixty years ago, on the 22nd of March, 1838, the Report of the Committee on Education of the House of Assembly was presented to the Parliament. It expresses itself strongly in favour of a uniform provincial system of education, and of compulsory assessment. The following two paragraphs are quoted to throw a light on the state of public education and sentiment at that time.

The Sex of Teachers.

"With these views the Committee decided to state the difficulties which pressed upon them frankly to the House, leaving it to a majority to decide either for or against assessment for the ensuing year. If they decided in favour, then, taking our population at 180,000, and assuming that the children of a school-going age, either between five and twelve, or seven and fourteen, amount to 26,000, we would require 886 teachers to educate the whole. To sustain these would require a very large sum, and deducting the amount now paid from the provincial fund, and all that is voluntarily contributed for the support of common schools, the amount to be raised would be so considerable that public opinion should be fully prepared for its imposition before such a law was passed."

"Should it be determined to continue the present law, the Committee recommend that an addition of £100 be added to the

Public School Teachers, Nova Scotia, 1864 *to* 1897.



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amount now granted under it; that a new and a more equitable distribution of the whole sum be made, and that such improvements be carried out in the details as will make it more efficient. Among these the Committee recommend the introduction of itinerating schoolmasters in scattered settlements; *and the admission of female teachers, who are often the most valuable that can be obtained, to some participation in the benefits of the law.*"

The following table will show at a glance the rapid increase of female teachers from the year 1864 to 1898:—

Year.	Male.	Female.	Total.
1864	615	478	1,093
1865	520	397	917
1866	618	442	1,060
1867	761	599	1,360
1868	763	627	1,390
1869	798	717	1,515
1870	767	798	1,565
1871	754	866	1,620
1872	704	889	1,593
1873	665	959	1,624
1874	647	1,010	1,657
1875	672	1,103	1,775
1876	687	1,124	1,811
1877	717	1,171	1,888
1878	740	1,214	1,954
1879	735	1,251	1,986
1880	720	1,089	1,809
1881	724	1,157	1,881
1882	677	1,256	1,933
1883	656	1,305	1,961
1884	635	1,379	2,014
1885	631	1,424	2,055
1886	627	1,484	2,111
1887	605	1,539	2,144
1888	586	1,568	2,154
1889	577	1,605	2,182
1890	580	1,635	2,215
1891	574	1,656	2,230
1892	565	1,703	2,268
1893	582	1,737	2,319
1894	541	1,810	2,351
1895	540	1,859	2,399
1896	582	1,856	2,438
1897	576	1,909	2,485
1898	614	1,896	2,510

Salaries of Teachers

The amount of salary is determined by each board of school trustees. The provincial regulations merely fix the grant payable to each class of teachers. In the City of Halifax Class B female teachers generally start with $300 a year, and Class C with $250, the salary rising annually in case of success by the amount of $30 until $450 is attained. The principal's salary may go up to $500 as a rule, and higher in the case of a specially valuable teacher. Class C male teachers start at $700 and if principals at $800, which may gradually rise to $1,000. The following table shows the maximum salaries given in the province, the average salaries in the most progressive county, the average salaries in the least wealthy county, and the average of the eighteen county averages which may be called the provincial average :—

SALARIES, 1897.

—	A (M.)	A (F.)	B (M)	B (F.)	C (M.)	C (F.)	D (M.)	D (F.)
	$	$	$	$	$	$	$	$
Maximum salaries - -	1,600	800	900	750	880	600	350	300
Highest county average-	1,194	800	816	392	322	272	232	180
Lowest county average -	617	442	259	254	194	174	133	123
Provincial average- -	836	651	406	303	284	228	184	162

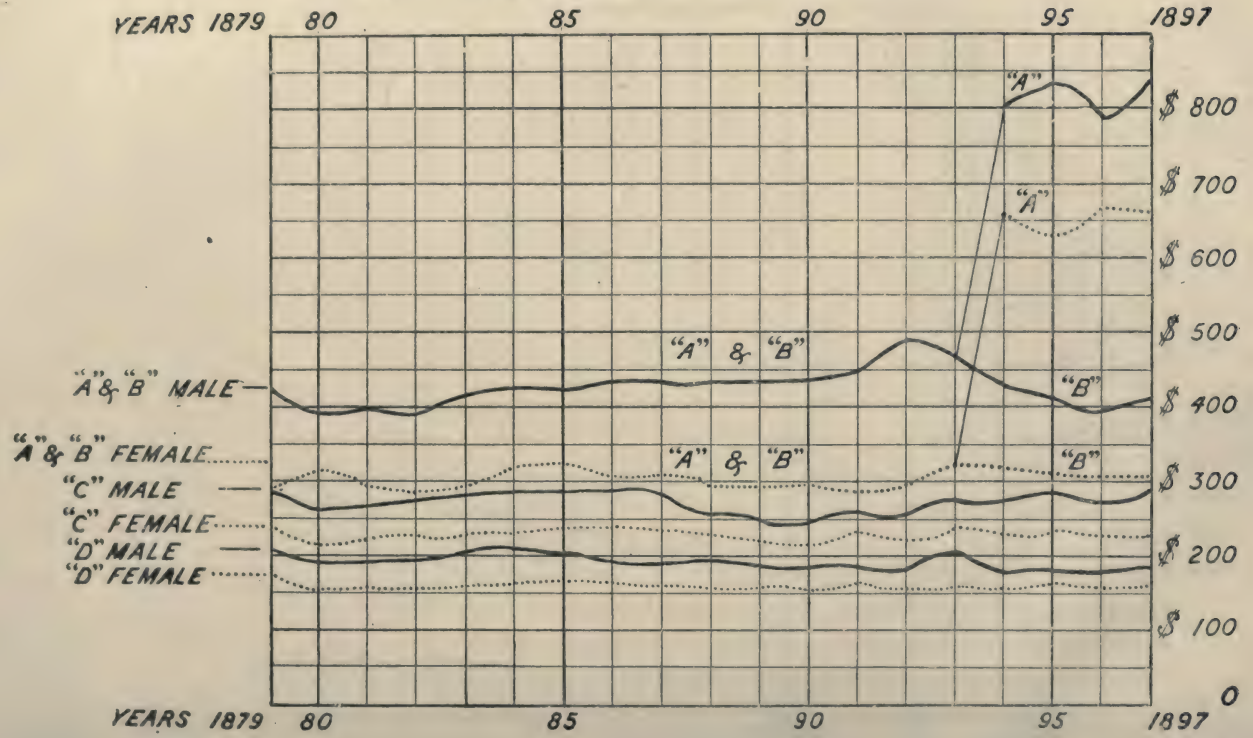
Classification of Teachers, Nova Scotia, 1897 and 1898.

Average Salaries, 1898 -	-	-	A (male), $841.03
„ „	-	-	A (female), 552.86
„ „	-	-	B (male), 400.09
„ „	-	-	B (female), 291.20
„ „	-	-	C (male), 286.77
„ „	-	-	C (female), 225.76
„ „	-	-	D (male), 178.98
„ „	-	-	D (female), 164·21

Class A (male), 53, 58; Class A (female), 8, 12; Class B (male), 141, 150; Class B (female), 225, 250; Class C (male), 186, 194; Class C (female), 838, 795; Class D (male), 196, 212: Class D (female), 838, 839. Totals, 2,485, 2,510.

From these figures it can be readily inferred that the teaching profession in Nova Scotia is still largely in the hands of those who are making it a stepping-stone to some other profession, for the average salaries are not at all comparable with those of the ordinary life professions. The lower class teachers may be looked upon, however, as to a certain extent qualifying for higher classes and the better schools. But as the following table shows, the higher class teachers and the best positions are not at all so numerous as the others.

Average Salaries of Public School Teachers, Nova Scotia



[To face page 287.]

The following table shows that the provincial averages of salaries for each class for the last nineteen years have not fluctuated in any extraordinary manner.

PROVINCIAL AVERAGES OF SALARIES, NOVA SCOTIA, FROM 1879 TO 1898.

YEAR.	A. and B. (M.)	A. and B. (F.)	C. (M.)	C. (F.)	D. (M.)	D. (F.)
	Dols.	*Dols.*	*Dols.*	*Dols.*	*Dols.*	*Dols.*
1879	425	293	290	232	204	174
1880	393	319	262	218	194	157
1881	397	294	267	224	193	160
1882	389	289	272	226	198	159
1883	409	298	279	231	206	165
1884	423	311	287	236	212	169
1885	422	312	287	237	205	170
1886	439	304	288	237	199	170
1887	438	305	274	231	183	162
1888	438	298	254	228	190	161
1889	438	297	250	223	182	161
1890	440	299	249	221	182	158
1891	449	286	261	233	186	164
1892	489	296	255	224	180	158
*1893	348	240	205	178	152	122
	A. (M.) / B. (M.)	A. (F.) / B. (F.)				
	Dols. / *Dols.*	*Dols.* / *Dols.*				
1894	602 / 438	653 / 319	276	228	181	157
1895	838 / 419	534 / 310	288	232	182	163
1896	789 / 398	622 / 302	275	227	182	161
1897	836 / 406	651 / 303	284	228	184	162
1898	841 / 400	553 / 291	287	226	179	164

* Three-quarter year.

The salaries of the higher classes tend to rise, those of the lower classes to fall. This indicates the gradual increase of those making teaching a life profession, and a lower appreciation of the merits of those having the lowest qualifications, although these qualifications have been advanced all round by at least the equivalent of one year more of study since the nomenclature of the classes was adopted.

There is no general system of apprenticeship, except in the city schools to a very limited extent. In the Normal School there are practice lessons in the Model Schools under the criticism of fellow students and one of the Faculty.

No system of pensions for teachers has yet been devised to be satisfactory at the same time to the majority of the teachers and

the Legislature. In fact, no plan has had sufficient backing to bring it before the Legislature.

Attendance.

Over 98 per cent. of all elementary and secondary education of the province is conducted under the Public School Laws, perhaps 99 per cent., as a large portion of those enrolled in private schools are studying special subjects, such as commercial or art branches. The 101,203 enrolled during the year 1897–8 made an average daily attendance for the full year of only 57,771. The number between the ages of five and fifteen who were reported as not having attended school at all during the year 1896–7 was 6,102.

Small Proportion of Education Private.

Compulsory Attendance.

A general compulsory attendance law is in existence requiring every school section in the province to vote yea or nay on the adoption of the law at every annual meeting, until it is once adopted, when it remains permanently in force. The trustees are then able to notify this fact to all parents and guardians whose children between the ages of seven and twelve are not likely to make the required minimum attendance of 120 days in the year. At the end of the year a fine of two dollars can be imposed on the parent or guardian for each child absent the whole year, and *pro rata* in the case of each who has not made an attendance of 120 days. Exemptions are allowed if education is being given otherwise or elsewhere, and for other special reasons. But, although many sections have adopted the law, the trustees are very averse to the execution of it. The fact is, that after several years' experience of the law it is found to be practically inoperative in rural sections. A modification of the general law called the "Town's Compulsory Attendance Act" is being administered with good effect at times in the city of Halifax and a few of the towns, the thoroughness of the administration depending on the administrators for the time being.

High School Classes carry forward Primary Education.

The public school course of study is very definitely organised, having eight (annual) grades in the "common" school (where possible, with a preliminary year of Kindergarten for pupils under five years of age) and four grades in the "high" school, making altogether a twelve year course, free to all who are able and willing to take advantage of the same. In the high school grades ancient and modern languages are optional subjects to the student; while drawing, book-keeping, geography, and the elements of the natural sciences are imperative up to the end of the eleventh year. The completion of the work of each year of the high school course in a satisfactory manner as demonstrated by the annual terminal provincial examinations is recognised by the award of a certificate containing on its margin the percentage marks given by the board of provincial examiners on each subject; thus, even should the certificate be not a "pass" from one grade to another, it may still serve the purpose of exempting the holder from the passing of the examination upon particular subjects in the matriculation of students into the various colleges, etc. In other words, the high school system is a sort of provincial university, under which all the high schools and

academies are federated. All this has already been pointed out in more detail.

Every "common" school in the country as well as in the towns is allowed to carry on high school classes to any extent compatible with the interests of the community in the judgment of the trustees. All such classes are as free as those of the most elementary department. Trustees can also open "Evening Schools" under the same conditions as day schools, each two and a half hours session counting as half a day of "day school" in the drawing of public grants.

There is therefore no necessity for any special arrangements for "Continuation Schools," for where there is population sufficient the whole range of elementary and secondary grades is open free to those who have the scholarship qualifications to enter the grade desired.

III. Technical, Commercial, and Agricultural Instruction.

I.—In the Regular Public Schools.

For some time there has been a growing impression that the courses of study were tending to stimulate the youth of the country more proportionately to the literary and learned professions, in which only some 6,000 out of 160,000 are employed, than towards the industrial occupations in which the masses are engaged. As the sentiments determining the occupations of the future citizens are generally called into existence during the period of common school life, it was deemed advisable to so modify the old literary courses from the kindergarten up to the high school as to develop *pari passu* industrial and patriotic sentiments and the sense of the dignity and pleasure of intelligent and skilled labour. This is now attempted to be done by "nature study," etc., the accurate observation and correlation of all the common phenomena, natural and artificial, in each locality, leading up to the character and functions of our national institutions and the glorious inheritance of our best traditions.

Since 1893 the Provincial Normal School (annual cost $9,175) admits as candidates for the professional qualification of teachers only such as have already passed the required standard of scholarship at the provincial high school examinations. Pedagogy, the practice and theory of education, etc., as in normal schools generally, are important subjects in this institution, in addition to the general polishing of work already more or less completed in the high school, and "practice" teaching in the Model schools, special stress is now laid upon the further development of the practice and teaching of modelling in clay, freehand and mathematical drawing, woodwork and the use of tools generally, practical demonstrations in physics, chemistry, botany, geology, entomology and general biology, in agriculture, horticulture, dairying, etc. Manual subjects, such as cookery, can be introduced into any school at the option of the boards of trustees of the school section. The Provincial Normal School at Truro is affiliated to the provincial School of Agriculture about a mile distant, and all candidates for a diploma are required to

take one or more subjects according to the class in which they have entered, so that they may be prepared to give successful object lessons adapted to the industries of the school sections in which they may some time be engaged. The teacher is expected to be able to develop in pupils, from the lowest grade upwards, the habit of accurate observation and the study of all common phenomena and objects, with the action and inter-action of law natural, social, and civil, so far as exemplified in the local environment. This habit, it is hoped, may make the work of the common schools more valuable as a general foundation for all professional and even literary careers, as well as for the varied and increasingly complex industrial conditions of our times. While an interest and an intelligent pleasure may in many cases be thus created in occupations otherwise uninviting or repellent, the scientific principles conditioning their most successful exploitation are simultaneously revealed. These object lessons of the common school are carried on in a more specialized form in the several grades of the high school.

II.—In the Special Public Schools.

Affiliated to the public school system or otherwise aided by public grants are the following institutions of secondary rank which do work in general technical education.

Manual Training

1. The Manual Training Department of the Provincial Normal School at Truro was established as at present in 1893. The attendance in 1898 was 152 There is also a manual training department in woodwork, opened in Halifax in 1891, free to selected classes from the highest grade of the common schools and the lower grades of the high schools. In Wolfville, established shortly after this Halifax school, there is the best equipped school of the kind in the province, including in its course ironwork as well as woodwork. It can be utilised by the public schools of the town and by Acadia College in its vicinity, but it receives no provincial or civic grant, and is supported by fees in addition to the original private foundation bequeathed to the trustees.

School of Agriculture.

2. The Provincial School of Agriculture at Truro, established in 1885, has now two instructors, in addition to the manager of the farm. The attendance in 1897 was 70 for full and special courses, besides the 152 students taking the normal school special courses. The school has conveniences for the practical study, free, of all branches of agriculture, horticulture, and dairying. The school building proper is fitted up with qualitative and quantitative chemical laboratories, a dissecting room, biological laboratory and apparatus, with a general and technical library.

Under the annual inspection of the principal of the school there are eight local agricultural schools in the charge of graduates who also conduct, in affiliation with the agricultural work, the ordinary public school of the section.

Horticulture.

3. The Provincial School of Horticulture at Wolfville, was established in 1893, by the Fruit-Growers' Association, with the aid of an annual grant of $2,000 from the Provincial Government. The enrolment in 1898 was sixty-one.

4. The Mining Schools were established within the last four or five years. They are carried on under the direction of the Inspector of Mines. By the Mines Regulation Act, all managers, underground managers, and overmen are required to hold certificates of competency gained by examination. These examinations are conducted in writing by a Board representing equally the mining profession, the employers, and the employees. Instructors are appointed at the principal mining centres, and are charged with the preparation of candidates for the examination. The courses extend over the winter months, and the instructors are paid according to results. The candidates for certificates as managers have no special instructors, they being usually men already holding underground managers' certificates, and having at their disposal one or more instructors capable of imparting the additional information distinguishing managers from the lower grades. A large number of men have successfully passed these examinations, and now fill the positions of trust about our coal mines. In 1897 forty certificates were issued to managers, underground managers, and overmen. A similar system of examination and instruction is pursued in the case of men employed about machinery used for raising and lowering persons in mines. There are three classes of these certificates, and altogether there were twelve granted during 1897. Mining Schools

5. The Victoria School of Art and Design was established in Halifax in the year 1887, in commemoration of the fiftieth anniversary of the accession of Her Majesty Queen Victoria. It is subsidized annually by grants from the Province and the City. There is a staff of four instructors, and the attendance of students for 1897 was classified as follows:—Freehand and Object Drawing, 31; Painting and Life class, 23; Senior Mechanics, 10; Junior Mechanics, 23; Architecture, 12; Children's class, 6; Deaf and Dumb, 22. Total, 127. It must be remembered in noting the number of students in this institution that many of the subjects taught here are also taught in their elementary stages in the public schools and in the ladies' colleges and convents. As more progress is made the character of this institution will further improve, confining its attention to the higher art and design education—which it already successfully affects. School of Art and Design.

6. A school of cookery has been opened in the City of Halifax as part of the public school system. The members of the local branch of the Women's National Council very materially assisted in creating a sentiment in favour of the fuller development of the principles underlying the domestic sciences in the public schools. The School of Cookery was opened by them under the approval of the Education Department before the City Board of School Commissioners was ready to make it an integral part of their school system. It is now wholly supported and managed by the Board, and is open free as an alternative course in manual training for pupils of Grade VIII. Cookery.

There are three ladies' colleges and two conventual colleges which give attention to the development of art and some of the practical applications of science to the domestic and technical III.—In the Private Secondary Schools.

arts. There are two small navigation schools, but the mathematical principles of navigation are imperative on all public school candidates for the Grade XI. "pass." There are at least two institutions which give special attention to commercial subjects, but in the Grades IX. and X. of the public schools the principles of book-keeping by single and double entry respectively are imperative. The Business College at Truro reported 87 different students during 1897, and the Commercial College at Halifax as many as 361. Much of the work of these institutions is more or less elementary, so that their statistics should not be taken to mean so much pure secondary education. They will be found summed up in Table B. at the end of Section I. of this report.

IV.—In the Universities.

As can be inferred from Table A. (Section I. of this report) the University of Dalhousie provides for a very considerable range of technical instruction. The other colleges incidentally or directly include in their curricula subjects of technical value. It must be remembered here that Nova Scotia is not dependent on its own institutions for the various technical avocations followed in the province; and the large number of those who go abroad for such instruction contributes very materially to the deliberate development of the institutions at home.

IV. Public Reformatories, Industrial or Parental Schools.

Reformatories and Industrial Schools.

Public reformatories, industrial or parental schools are required in order to complete a compulsory system satisfactorily. In the city of Halifax there are two quasi-public industrial schools, to which truants from the city are being sentenced, but the schools are for the city itself rather than for the province. While there has been a movement made in the direction of agitating for the erection of provincial parental schools for truants and incorrigibles, it has not yet acquired force enough to move the Government.

Free Meals.

Except in the city of Halifax, there appears to be no occasion for the providing of needy scholars with free meals. The few cases occurring in the city have been attended to by charitable persons, aided by some members of the Board of School Commissioners. With the increase of population and "bad times," it may become necessary to make arrangements for the systematic aid of the needy in this matter.

V. Schools for the Blind and the Deaf and Dumb.

Schools for the Blind and Deaf and Dumb.

The blind and the deaf and dumb are educated at the public expense in two very well-equipped and well-officered institutions in Halifax. The Halifax School for the Blind furnishes accommodation also for the blind of the Atlantic provinces of Canada and Newfoundland; the Deaf and Dumb Institution for the same, except the province of New Brunswick, which has a small institution of its own. In the former there were in 1898

eighty-eight blind from the province of Nova Scotia, for whose education the Government grants were $4,500, in addition to the endowment of the school. In the latter for the same time eighty-nine deaf and dumb from the province, for whom the provincial grant was $5,737, in addition to proceeds of the endowments.

A. H. MacKay,
April, 1898. *Superintendent of Education.*

NOTE.—Recent Reports of the Superintendent of Education on the Public Schools of Nova Scotia and other documents relating to Education in Nova Scotia can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

SUPPLEMENTARY NOTE.

The following information is taken from "Papers relating to University Education of Roman Catholics in certain Colonies." (Colonial Office Return, 1900. Cd. 115.)

There are in Nova Scotia at the present time two Catholic Universities, called respectively St. Francis Xavier's in the County of Antigonish, and St. Anne's in the County of Digby.

The revenue derived from the endowments, fees, etc., of the University of St. Francis Xavier's College is in the vicinity of $12,000. The number of students attending the session in the summer of 1898 was 101; the Catholic population, according to the census of 1891, in the whole Province of Nova Scotia was 122,452. . . The Bishop of Antigonish is Chairman (*ex officio*) of the Board of Governors.

St. Anne's University was founded in 1890. On 30th April, 1892, in virtue of an Act passed by the Provincial Parliament of Nova Scotia, the College was incorporated and chartered "as a University with all and every the usual privileges of such an institution"; and the Directors of said Corporation then or hereafter appointed were entrusted with the power and privilege of conferring the degrees of Bachelor, Master, and Doctor in the several Arts and Faculties, and of making such bye-laws and regulations as they may deem necessary to govern the granting of such degrees, and determining the scholastic requirements therefor.

The University of St. Anne receives an annual grant from the Local Government of $1,600, as the institution acts in the capacity of a County Academy. The University was destroyed by fire in 1898, but a new building, larger and more commodious, is now almost completed.* The number of students attending, previous to its destruction by fire, was 107, and, as before mentioned, the total Catholic population, according to the last census taken, was 122,452. The Archbishop of Halifax is (*ex officio*) Chairman of the Board of Governors.

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* Since the above was published the building has been completed.

APPENDIX A.

REGULATION OF THE COUNCIL OF PUBLIC INSTRUCTION REFERRING TO DEVOTIONAL EXERCISES.

Trustees.

A relation being established between the trustees and the teacher, it becomes the duty of the former, on behalf of the people, to see that the scholars are making sure progress; that there is life in the school, both intellectual and moral—in short, that the great ends sought by the education of the young are being realised in the section over which they preside. All may not be able to form a nice judgment upon its intellectual aspect, but none can fail to estimate correctly its social and moral tone. While the law does not sanction the teaching in our public schools of the peculiar views which characterise the different denominations of Christians, it does instruct the teacher "to inculcate by precept and example a respect for religion and the principles of Christian morality." To the trustees the people must look to see their desires in this respect, so far as is consonant with the spirit of the law, carried into effect by *the teacher*.

Reg. I. *Whereas*, It has been represented to the Council that trustees of public schools have, in certain cases, required pupils, on pain of forfeiting school privileges, to be present during devotional exercises not approved of by their parents; *And whereas*, Such proceeding is contrary to the principles of the school law, the following regulation is made for the direction of trustees, the better to ensure carrying out of the spirit of the law in this behalf:—

Ordered, That in case where the parents or guardians of children in actual attendance on any public school or department signify in writing to the trustees their conscientious objection to any portion of such devotional exercises as may be conducted therein under the sanction of the trustees, such devotional exercises shall either be so modified as not to offend the religious feelings of those so objecting, or shall be held immediately before the time fixed for opening, or after the time fixed for the close of the daily work of the school; and no children, whose parents or guardians signify conscientious objections thereto, shall be required to be present during such devotional exercises.

APPENDIX B.

THE PUBLIC SCHOOL COURSE OF STUDY AS PRESCRIBED IN 1898.

COMMENTS.

1. The public school course of study may be considered under its subdivisions of the common and high school courses. They furnish a basis for the classification of pupils by the teachers and for the examination of schools by the inspectors, while they also secure a definite co-ordination of all the work attempted in the public schools of all grades, thus fostering the harmonious interaction of all the educational forces of the Province.

2 These courses are to be followed in all schools, particularly with reference to (1) the order of succession of the subjects, and (2) the simultaneity of their study. The fulness of detail with which they can be carried out in each school must depend upon local conditions, such as the size of the school, the number of grades assigned to the teacher, etc. As suggestive to

teachers with little experience, contracted forms of the detailed common school course for miscellaneous and partially graded schools are appended.

3. The public school course of study is the result of the observation and experience of representative leading teachers of the province, under the suggestion of the experiments of other countries, and the criticism of our our teachers in provincial conventions assembled for many years in succession. A system developed in such a manner must necessarily in some points be a compromise, and presumably therefore at least a little behind what we might expect from the few most advanced teachers. But it is also very likely to be a better guide than the practice of a majority without any mutual consultation for improvement. The successive progression of studies is intended to be adapted to the order of development of the powers of the child's mind, while their simultaneous progression is designed to prevent monotony and onesidedness, and to produce a harmonious and healthy development of the physical, mental, and moral powers of the pupil. The apparent multiplicity of the subjects is due to their subdivision for the purpose of emphasizing leading features of the main subjects which might otherwise be overlooked by inexperienced teachers. The courses have been demonstrated to be adapted to the average pupil under a teacher of average skill. The teacher is, however, cautioned to take special care that pupils prematurely promoted or in feeble health should not run any risk of "over-pressure" in attempting to follow the average class-work.

Changes in these courses of study must always be expected from year to year, but to a very small extent it is hoped, except in the prescription of certain texts in the high school course. These will be published from time to time in the organ of the Department, the JOURNAL OF EDUCATION, published in April and October in each year.

GENERAL DIRECTIONS.

(FOR ALL PUBLIC SCHOOLS.)

(The paragraph numbers below refer to corresponding columns in the statistical tables of the Register.)

65. *Calisthenics and Military Drill.*—As often as found convenient; but "physical exercises" should be given once in the middle of every session over one hour in length, and in the lower grades more frequently than in the higher. Correct position, etc., in sitting, standing, and walking, polite behaviour, and good manners generally, are most important, and should in every school be made habitual to each pupil. The more useful words of command and corresponding movements of "military drill" should be thoroughly known in all schools.

66. *Vocal Music.*—All pupils (excepting of course those known to be organically defective as regards music) should be able to pass an examination in vocal music before promotion to a higher grade. For the present the following minimum is prescribed for each grade. At least one simple song with its tonic sol-fa notation for Grade I. An additional melody and its notation for each succeeding Grade, with a correspondingly increased general knowledge of music. Vocal music may be combined with some forms of "physical exercise," as marching and light movements. Recommended, "National and Vacation Songs" for Common and High Schools. Teachers musically defective may comply with the law by having these lessons given by any one qualified.

67. *Hygiene and Temperance.*—Orally in all grades, and as incidents or occasions may suggest. Text books for pupils' use as follows: Grades V. and VI., Health Reader No. 1; Grades VII. and VIII., Health Reader No. 2.

68. *Moral and Patriotic Duties.*—As enjoined by the School Law and when found most convenient and effective. Some lessons in reader, in history, in biography, etc., as well as public anniversary days may be utilised incidentally.

69. *Lessons on Nature.*—The noting, examination and study of the common and more important natural objects and laws of nature, as they are exemplified within the range of the school section or of the pupils' observations. Under this head pupils should not be required to memorise notes or facts which they have not at least to some extent actually observed or verified for themselves. Brittain's "Nature Lessons," and Payne's "Nature Study" (U.S.A.), or Garlick and Dexter's "Object Lessons for Standards I., II., and III." (England), are useful guides to the teacher for portions of the work prescribed in some of the grades. There should be a short "Nature Lesson" given every day, as often as possible on the daily collections and observations of the pupils themselves instead of those of the teacher—the lesson always to be based on the objects or observations. These guide books are to be used only to show the teacher how to give such lessons; and they are entirely prohibited as text books for either pupil or teacher, for under no circumstances should "notes" from the books be given to pupils. All such studies must be from the objects. Observations under this head form some of the best subjects for English Composition Exercises in all the grades.

70. *Spelling and Dictation.*—It should be strictly insisted upon that, from the very commencement in the first grade, the pupil should spell every word read in the lessons, and common words of similar difficulty used in his conversation. Writing words in the lower grades. Transcription and dictation in the higher grades should be utilised more and more as facility in writing increases.

71. *Reading and Elocution.*—Pupils must be enabled to clearly understand the portion to be read, then to read it with proper expression. 2. Faults of enunciation, pronunciation, etc., of tone, of posture, and manner, etc., must be carefully noted and corrected. 3. Choice passages should be memorised occasionally for recitation with the proper expression. Ten lines per year at least for Grade I., twenty lines at least for Grade II., and a similar increase for each succeeding grade is prescribed. In the High School Grades the memorising and effective recitation of choice extracts in every language studied, is also imperative on each pupil. Reading should be taught at first, partly at least, by word building from the phonic elements, occasional drills of this kind being continued in all the grades to obtain clear enunciation.

72. *English.*—In all grades practice should constantly be given in expressing the substance of stories, lessons, or observations orally in correct language, and in the higher grades in writing also. Discussion of subject matter of lesson. Attention to the use of capitals, punctuation marks, paragraphing, etc., should be introduced gradually and regularly, so that at the end of the common school course, language in correct form can be fluently used in description or business letters, orally and in writing. The practical rather than the theoretical knowledge of English is what is specially required in the common school, and a large portion of the school time should be given to it. Pupils should be continually exercised in finding synonyms or substituting "their own made meanings" for difficult words in their reading lessons, instead of merely memorising definitions often given at head of lesson.

73. *Writing.*—Styles most easy to read should be cultivated. Simple vertical writing is generally preferable to the sloping styles. No exercise in writing should be accepted by the teacher from the pupil unless its form shows evidence of care. Should begin in the first grade with letters formed from the simple elements properly classified, and should be taught in the order of difficulty.

77. *Drawing.*—Thompson's "Manual Training," No. 1, is recommended to the teacher as covering to some extent the *Drawings and Lessons* on *Nature* as they may be taught to pupils of the first five grades, and No. 2, the next five grades; or McFaul's "Public School Drawing Manual" (Canada Pub. Co., Toronto), as covering generally the work of the Common and High Schools. Drawing of objects studied under the head of Nature Lessons to be constantly practised, and carried on even in the High School.

78. *Arithmetic.*—It is of the highest importance to secure the habit of obtaining accurate answers at the first attempt. Every slip in mental or written arithmetical work is not only unnecessary, but is a positive education in a habit which will tend to render useless the most strenuous efforts afterwards to become accurate or even to make satisfactory progress in mathematics. Accuracy is of supreme importance from the first. Rapidity should follow as the secondary consideration. Appropriate exercises in Mental Arithmetic should be given in every grade, and proficiency in it should be required in all promotions.

75 and 76. *Geography and History.*—The verbal memorising of these lessons at home by the pupil is for the most part injurious to the character of the memory, and useless as practical knowledge. For, in spite of all cautions and instructions to the contrary, most pupils, when left to themselves, mentally associate the facts memorised with the wording, the paragraph and the page of a book, instead of with the proper locus in the map, or with the proper system of related facts. These lessons should therefore be prepared under the careful and philosophic direction of the teacher in the schoolroom, at least until the pupils are trained how to study aright. The home work would then be only the review and perfecting of the lessons by the pupils in the proper manner by reference to the several items in the text. Local or current events, historical, economic, or scientific, should be skilfully used to interpret the remote in time and place.

90. *Manual Training*—(Optional). This may often be introduced as an alternative or recreation, and without therefore materially increasing the real labour of the pupil. Clay modelling, wood-work, needle-work, cookery, &c., as most appropriate or expedient, may be introduced with the consent of the Trustees and Education Department. Teachers should at all times encourage the pupils in the production of any specimens of home-made handiwork or apparatus, in scientific experiments at home, and in the formation of collections of plants, minerals, and other natural productions of their own part of the country.

Conspectus of Public School Course of Study to Grade XI.

With a suggestive percentage of Time for Class-room teaching in each subject, on the supposition that there is one Teacher for each Grade. When one Teacher has the work of more than one Grade, the time to each subject in the Class-room must be lessened.

Subjects.	Percentage of Time in each Grade.									Examination Values for Provincial Certificates.		
	I.	II	III.	IV.	V.	VI.	VII.	VIII.	High School.	IX.	X.	XI.
English	40	40	40	40	40	40	35	30	20	Lang. 100 Gram. 100	Lang. 100 Gram. 100	Lit. 100 Gram. 100
Mathematics	20	20	20	20	20	20	25	30	20	Arith. 100 Alg. 100 Geom. 100	Arith. 100 Alg. 100 Geom. 100	P. Mat 100 Alg. 100 Geom. 100
Science and Manual Art	20	20	20	20	20	20	20	20	20	Dr.&c. 100 Bot'ny 100	Dr.&c. 100 Chem. 100	Physi'l 100 Physics100
Geography and History	—	—	—	5	10	10	10	10	10	G.& H.100	G.& H.100	G.& H.100
Music, Calisthenics Moral and Patriotic Duties	20	20	20	10	10	10	10	10	5			
Optional. Languages, Latin and Greek									25	L'tin 100	Latin 100 Greek 100	Latin 200 Greek 200
Optional. Or, French and German									25	Fnch100	Fr'nch 100 Germ. 100	Fr'nch 100 Germ. 100

Special Directions for Common Schools.

GRADE I.

Reading.—Primer with Wall Cards or Blackboard work.

Language.—Story-telling by pupil. Writing easy vertical letters, words and sentences.

Writing and Drawing.—Writing on slate, paper, or blackboard. Drawing of easy, interesting figures, as in *Manual Training*, to end of Section II.

Arithmetic.—All fundamental arithmetical operations with numbers, the result of which do not exceed 20, to be done with concrete or abstract numbers, accurately and rapidly. See General Directions, 78.

Lessons on Nature.—Power of accurate observation developed by exercising each of the senses on simple or appropriate subjects. Estimation of direction, distance, magnitude, weight, &c., begun. Common colours, simple regular solids, surfaces and lines. Simple observations on a few common minerals, stones, plants and animals.

Music, &c.—As under General Directions, 65, 66, 67 and 68.

GRADE II.

Reading.—Reader No. 1.

Language.—As in Grade I., but more advanced. See General Directions, 70, 71, 72.

Writing and Drawing.—As in Grade I., but more advanced. Angles, triangles, squares, rectangles, plans of platform and of schoolroom, or as in *Manual Training*, No. 1, to end of Section IV., with *Public School Drawing Course*, No. 1.

Arithmetic.—Numbers up to 100 on the same plan as in Grade I.

Lessons on Nature.—As in Grade I., but more extended. See General Directions, 69.

Music, etc.—As under General Directions, 65, 66, 67, and 68.

GRADE III.

Reading.—Reader No. 2. See General Directions, 71.

Language.—As in II., but more advanced. Subject and predicate Nouns and verbs.

Writing and Drawing.—Vertical letters on slate and in copy books. Freehand outlines on slate, blackboard, etc. Common geometrical lines and figures, with their names Map of school grounds and surroundings. As in *Manual Training*, No. 1, to end of Section VI., with *Public School Drawing Course*, No. 2.

Arithmetic.—As in Common School Arithmetic, Part I., first half. See General Directions, 78.

Lessons on Nature.—Geography of neighbourhood, use of local or county maps. Estimation of distances, measures, weights, etc., continued. Colour. Study extended to, say, three or four each of common metals, stones, earths, flowers, shrubs, trees, insects, birds, and mammals. See General Directions, 69.

Music, etc.—As under General Directions, 65, 66, 67, and 68.

GRADE IV.

Reading.—Reader No. 3. See General Directions, 70 and 71.

Language.—Oral statements of matter of lessons, observations, etc. Written sentences, with punctuation, etc. Modifiers of subject and predicate, of noun and verb.

Writing and Drawing.—Copy Book. Drawing as in *Manual Training*, No. 1, to end of Section VIII., with *Public School Drawing Course*, No. 3, and drawing from objects

Geography.—Oral lessons on Physiography, as on pages 85 to 99, Introductory Geography, with the general geography of the Province begun on the school map. See General Directions, 75 and 76.

Arithmetic.—As in Common School Arithmetic, Part I., completed. See General Directions, 78.

Lessons on Nature.—As in Grade III., but extended so as to include four or five objects of each kind, as in General Directions.

Music, etc.—As under General Directions, 65, 66, 67, and 68.

GRADE V.

Reading.—Reader No. 4, Part I. See General Directions.

Language.—As in Grade IV. and General Directions. All parts of speech and of sentences with inflections of noun, adjective, and pronoun—orally. Composition practice on "nature lessons," etc., increasing.

Writing and Drawing.—Copy Book. Drawing as in *Manual Training*, No. 1, with *Public School Drawing Course*, No. 4, etc.

Geography and History.—Ideas of latitude and longitude, physiography, etc., developed. Oral geography of Nova Scotia on map in fuller detail. General geography of the Provinces of Canada and the Continent, as on the Hemisphere maps. Oral lessons on leading incidents of Nova Scotia history.

Arithmetic.—As in Common School Arithmetic, Part II., first half.

Lessons on Nature.—From mineral and rock to soil, as shown in neighbourhood, and extended to, say, five or six each of the common plants, trees, insects, other invertebrates, fish, reptiles, birds, mammals, and natural phenomena, such as ventilation, evaporation, freezing, closely examined. Health Reader, No. I., begun.

Music, etc.—As under General Directions.

GRADE VI.

Reading.—Reader No. 4, completed. See General Directions.

Language.—As in Grade V., extended. Formal composition (simple essays) twice each month. Paradigm of regular verb. Simple parsing and analysis begun. More important rules of Syntax applied. Short descriptive sketches of observations, etc., and letters. All from oral instruction.

Writing and Drawing.—Copy Book. Drawing as in *Manual Training*, No. 2, to end of Section II., with *Public School Drawing Course*, No. 5, etc. Increasing practice in representing common objects in outline.

Geography.—Introductory Geography text to end of Canada. Thorough drill in outlines of Hemispheres, with map drawing.

History.—British American History: text, chapters 3, 5, 10, 11, 13 (in part) and 14.

Arithmetic.—As in Common School Arithmetic, Part II., completed.

Lessons on Nature.—As in Grade V., but extended, say to at least six or seven objects of each class specified. Distribution and values of all natural products of the Province. Health Reader No. 1, completed.

Music, etc.—As under General Directions.

GRADE VII.

Reading.—Reader No. 5 begun. Character of metre and figures of speech begun to be observed. See General Directions.

Language.—Leading principles of Etymology with paradigms as in a prescribed text. Exercises, parsing, and analysis of simple sentences, with application of rules of Syntax.

Written abstracts of oral or reading lessons. Simple description of "nature" observations, etc., narrative and business forms. Punctuation and paragraphing.

Writing and Drawing.—Copy Book. Drawing as in *Manual Training* No. 2 to end of Section IV., with *Public School Drawing Course*, No. 6, etc. Plotting of lines, triangles, rectangles, etc., according to scale. Simple object drawing extended.

Geography.—Introductory Geography to end of Europe, with thorough map drill, and map drawing. See General Directions.

History.—British American History completed. See General Directions.

Arithmetic.—As in Common School Arithmetic, Part III., first half.

Lessons on Nature.—As in Grade IV., and with the study of specimens illustrating the stones, minerals, etc.; each class sub-class and division

of plants; and each class of animals, found in the locality. All common and easily observed physical phenomena. The Introductory Science Primer, and Health Reader No. 2 begun. See General Directions.

Music, etc.—As under General Directions.

GRADE VIII.

Reading.—Reader No. 5 completed. Elements of prosody and plain figures of speech, as illustrated in reading, to be observed and studied. See General Directions 71.

Spelling.—Prescribed Speller in addition to General Directions.

Language.—Parsing, including important rules of Syntax, as in prescribed text. Analysis of simple and easy complex sentences. Correction of false Syntax.

Composition Exercises as in Grade VII. extended. Pupils at this stage should be able to express themselves fluently and with fair accuracy in writing, for all ordinary business purposes. See General Directions.

Writing and Drawing.—Copy Book. Model and object drawing. *Manual Training*, No 2 to end of Section V., with review of *Public School Drawing Course*, Nos. 5 and 6, etc. Construction of angles and simple mathematical figures to scale, and their measurement. T. C. Allen's Card Scale recommended. See General Directions.

Geography.—Introductory Geography completed and reviewed, with latest corrections and map drill and map drawing. See General Directions.

History.—As in "Brief History of England," with review of British American History. See General Directions.

Arithmetic.—Common School Arithmetic completed. See General Directions.

Algebra.—Fundamental rules, with special drill on the evaluation of algebraic expressions.

Book-keeping.—A simple set.

Lessons on Nature.—As in Grade VII., extended to bear on Health, Agriculture, Horticulture, and any local industry of the School Section. Local "Nature Observations." Oral lessons from Science Primers - specially the Chemistry Primer. Health Reader No. 2 completed. See General Directions.

Music, etc.—As under General Directions.

Condensed Common School Courses.

[The following condensations of the Common School Course of Study are given here merely as suggestions for the benefit of untrained teachers who may require such aid. In connection with the special directions given hereunder, the teacher should study thoroughly the meaning of the general directions given first under the various subjects numbered from 65 to 90 These general combined with the following special directions, form the prescribed Courses of Study.

For a Common School with Four Teachers.

PRIMARY.

Reading.—Primer and Reader No. 1, with wall cards or blackboard work.

Language.—Story-telling by pupil. Easy vertical letters, words and sentences.

Writing and Drawing.—Writing on slate, paper, or blackboard. Drawing of easy interesting figures, plans of platform and schoolroom, etc., or, as in *Manual Training*, No. 1. to the end of Section IV., with Drawing Book No. 1.

Arithmetic.—All fundamental arithmetical operations with numbers, the results of which do not exceed 100, to be done with concrete and abstract numbers, accurately and rapidly.

Lessons on Nature, &c.—Power of accurate observation developed by exercising each of the senses on simple and appropriate objects. Estimation of direction, distance, magnitude, weight, etc., begun. Common colours, simple, regular, solids, surfaces and lines. Simple observations on a few common minerals, stones, plants and animals. Simple songs. Hygiene and Temperance.

ADVANCED PRIMARY.

Reading.—Readers Nos. 2 and 3 with spelling.

Language.—Oral statements of matter of lessons, observations, etc. Written sentences with punctuation, etc. Subject, predicate, noun, verb, and their modifiers.

Writing and Drawing.—On slate and blackboard. Common geometrical lines and figures with their names, map of school-ground. Copy books. Drawing as in *Manual Training*, No. 1, to the end of Section VIII., and Drawing Books Nos. 2 and 3, with outline drawings of common objects.

Arithmetic.—As in Common School Arithmetic, Part I.

Lessons on Nature, &c.—Geography of neighbourhood and the use of map of province with easy geographical terms, explanation of the change of seasons, etc. Estimation of distance, measure, weight, etc., continued. Colour. Study of four or five each of the common metals, stones, earths, flowers, shrubs, trees, insects, birds and mammals. Simple songs. Hygiene and Temperance.

INTERMEDIATE.

Reading.—Reader No. 4 with spelling. Health Reader No. 1.

Language.—Formal compositions (simple essays twice a month), short descriptions of "Nature lesson" observations, etc., and letters as well as oral abstracts. Simple parsing and analysis begun, with the application of the more important rules of syntax, exercises selected from reading lessons. (No text-book of grammar in the hands of pupils.)

Writing and Drawing.—Copy Books. Drawing as in *Manual Training*, No. 1, complete, and drawing books Nos. 4 and 5. Model and object drawing.

Arithmetic.—As in Common School Arithmetic, Part II.

Geography.—Introductory Geography to end of Canada. Thorough drill in outlines of Hemisphere maps.

History.—Nova Scotia, to 1756, as in prescribed British American History.

Lessons on Nature.—From minerals and rock to soil, as shown in neighbourhood, and say six or seven each of the common plants, trees, insects, other invertebrates, fish, reptiles, birds, mammals, and natural phenomena, such as ventilation, evaporation, freezing, closely examined. Distribution and values of the natural products of the Province. Music, at least half-a-dozen songs (tonic sol-fa notation).

PREPARATORY.

Reading.—Reader No. 5. Health Reader No. 2. Elements of prosody and plain figures of speech as illustrated in readings to be observed and studied.

Spelling.—Readers and prescribed Spelling Book, etc.

Language.—Leading principles of Etymology and Syntax as in prescribed "Grammar." Parsing. Analysis of simple and easy complex sentences. Correction of false syntax. Written abstracts of oral and reading lessons.

Si ple description of "Nature lesson" observations, etc., narrative and business forms. Punctuation and paragraphing.

Writing and Drawing.—Copy Books. Drawing as in *Manual Training*, No. 2, to end of Section V., with Drawing Book No. 6, Model and Object drawing with simple drawing from nature. Construction of angles and simple geometrical figures to scale and their measurement. The use of scales on T. C. Allen's Card Scale.

Geography.—Introductory text-book with latest corrections and thorough map drill.

History.—"British American," completed, with "Brief History of England."

Arithmetic and Algebra.—Common School Arithmetic. Fundamental rules of Algebra, and evaluation of algebraic expressions.

Book-keeping.—A simple set.

Music.—At least eight songs and the tonic sol-fa notation.

Lessons on Nature.—The study by examination of the minerals, stones, earths, etc.; of specimens of each class, sub-class, and division of plants; and of each class of animals, as found in the locality, with particular reference to the bearing of the knowledge on any useful industry, as agriculture, horticulture, etc. All common and easily observed physical phenomena. Oral lessons with experiments on subject matter of Introductory Science Primer.

For a Common School with Three Teachers.

LOWER.

Reading.—Primer and Readers, Nos. 1 and 2, with spelling.

Language.—Story-telling by pupil. Printing or writing simple words and thoughts.

Writing and Drawing.—Vertical letters, etc., on slate, paper, or blackboard and copy book. Drawing from objects, and of easy interesting figures, plans of school grounds, or as in *Manual Training* No. 1, to end of Section VI., with Drawing Books, Nos. 1 and 2.

Arithmetic.—As in Common School Arithmetic, Part I., first half.

Lessons on Nature.—Power of accurate observation developed by exercising each of the senses on simple and appropriate objects, geography of neighbourhood and local map. Estimation of direction, magnitude, distance, weight, measure, etc., begun. Colours. Objective study of at least a few of each class of the natural history objects in the locality.

Music.—At least three simple songs (tonic sol-fa notation).

MIDDLE.

Reading.—Readers Nos. 3 and 4, with spelling. Health Reader, No. 1.

Language.—Oral statement of matter of reading lessons and oral lessons. Simple description of "nature lesson' observations, etc., narrative and letter writing. Parts of speech and sentences with the easier inflections and rules of syntax. Parsing and analysis of simple passages in reading lessons begun.

Writing and Drawing.—Copy books. Drawing as in *Manual Training* No. 1, complete, with Drawing Books, Nos. 3, 4, and 5, and outline drawing from objects.

Arithmetic.—As in Common School Arithmetic, Parts I. and II.

Geography and History.—Drill on the Hemisphere maps and introductory text-book to end of Canada. Oral lessons on the leading incidents of the history of Nova Scotia.

Music.—Five or six songs (tonic sol-fa notation).

Lessons on Nature.—Estimation of weights, measures, distances, etc., in connection with reduction exercises. Six or seven each of every class of natural history objects (mineral, vegetable, and animal), in the neighbour-

hood, examined and classified. Common physical phenomena observed and studied.

HIGHER.

Reading.—Reader No. 5 and Health Reader No. 2, with spelling and prescribed spelling book, elements of prosody and plain figures of speech in passages read observed.

Language.—Leading principles of Etymology and Syntax as in prescribed "Grammar," Parsing, analysis of simple and easy complex sentences, correction of false syntax, oral and written abstracts of interesting lessons. Essays, including narrative, description of "nature lesson" observation, etc., and general letter writing with special attention to punctuation, paragraphing, and form generally.

Writing and Drawing.—Copy books. Drawing as in *Manual Training* No. 2, to end of Section V. with Drawing Book No. 6, Model and Object drawing with simple drawing from nature. The construction and measurement of angles and mathematical figures. The use of scales on Allen's Card Scale.

Geography.—Introductory Geography, complete with latest corrections, and general map drill on the Hemisphere maps.

History.—As in "British American," and the "Brief History of England."

Arithmetic and Algebra.—Common School Arithmetic, and evaluation of algebraic expressions and four fundamental rules.

Book-keeping.—One simple set with commercial forms.

Music.—At least eight songs and the tonic sol-fa notation.

Lessons on Nature.—The study objectively of a number of the typical natural history objects of the locality, their distribution, value, and bearing on native industries in the Province. The observation and explanation of common physical phenomena, oral lessons and experiments as in the Introductory Science Primer.

FOR A COMMON SCHOOL WITH TWO TEACHERS.

JUNIOR (at least two divisions).

Reading.—Primer and Readers Nos. 1, 2, and 3, with spelling, and oral abstracts of interesting lessons; nouns, verbs, subjects, predicates, etc., in lessons of higher classes; writing sentences, and description of "nature" observations.

Writing and Drawing.—Letters, words, geometrical figures, etc., on slate, paper, and blackboard. Copying from cards. Copy books and drawing as in *Manual Training* No. 1, to the end of Section VIII., with Drawing Books Nos. 1, 2, 3, and drawing from common objects.

Arithmetic.—As in Common School Arithmetic, Part I.

Music.—Four or five songs with tonic sol-fa notation.

Lessons on Nature.—Practice in the estimation, by guessing and testing, of weights, measures, distances, etc., referred to in reduction tables. Study of regular solids, surfaces, lines, and colours. Observation of simple physical phenomena. Examination and classification of representative specimens of minerals, stones, etc., plants and animals, to be found in the locality. Training the eyes to see everything around and the mind to understand explanations and relations.

SENIOR (at least two divisions).

Reading.—Readers Nos. 4 and 5. Health Readers Nos. 1 and 2. Spelling and definition. Oral abstracts of lessons. Elementary grammar and analysis drill on sentences in reading lessons. Observations of figures of speech and the character of metre in poetical passages read in the advanced division.

Language.—Leading principles of Etymology. Syntax, etc., as in Grades VII. and VIII. Written and oral abstracts, narratives and description of "nature lesson" observations, etc., with attention to punctuation, paragraphing, and form.

Writing and Drawing.—Copy books. Drawing in *Manual Training* No. 1, complete, and No. 2 to end of Section V., with Drawing Books

Nos. 5 and 6, Model and Object drawing ; and lessons on mathematical construction of figures in advanced division.

Geography.—Text book (introductory) in advanced division. For all, thorough drill in the general geography of the Hemisphere maps.

History.—"British American" text book and "Brief History of England" in advanced division.

Arithmetic.—Common School Arithmetic, Parts II. and III., with evaluation and fundamental rules of Algebra for advanced division.

Book-keeping.—Simple set for advanced division.

Music.—At least eight songs and the tonic sol-fa notation.

Lessons on Nature.—One daily to all pupils on one or other subject such as : Estimation of weights, measures, distances, etc., properties of bodies, common physical phenomena, local representative specimens or species of the mineral, vegetable, and animal world in the locality, the natural resources of the Province, and the bearing of these on our industrial development etc., etc. ; experiments, etc., as in the Introductory Science Primer.

For a Common School with one Teacher.

(ungraded, "miscellaneous," or "rural" school.)

[As a general rule there should be at least four classes or divisions in such a school ; (a) those in Reader No. 5, (b) Reader No. 4, (c) Reader No. 3, and (d) Reader Nos. 2 and 1 and Primer. The pupils in such a school must be drilled to move without the loss of an instant of time, if the teacher is to be successful. There cannot be the leisure of a graded school in it.]

Reading.—(d) Four lessons a day, very short, with spelling, grammar and composition questions on them ; (c) three short lessons in like manner ; (b) two short lessons, one from Health Reader No. 1, with full range of questions on them ; (a) one lesson (Health Reader No. 2 on alternate days), with questions covering spelling, definitions, grammar, analysis, prosody and composition, more or less partially.

Writing and Drawing.—(d) On slate or paper from a blackboard or cards during specified times of the day ; (c) same, more advanced ; (b) copy books and drawing books, once each day ; (a) the same once each day.

Language.—Text book only in (a) and once a day or every other day, with written compositions in (a) and (b) as indicated in the other courses. Class instruction or essay criticism once or twice a week.

Geography.—Oral lessons once or twice a week to (d) and (c) and (b). Text book twice a week (b) and (a).

History.—Oral lessons once or twice a week to (c) and (b). Text book twice a week for (a).

Arithmetic.—Each class to receive attention twice a day as a class from the teacher ; (d) a very few minutes at a time ; (a) more time, which might vary with the difficulty of the points to be reasoned out. This will form the main subject for "seat work," while the teacher is engaged with other classes.

Music.—At least twice a day for a few minutes. Exercises short and often are more useful for many purposes than exercises long and seldom.

Lessons on Nature.—Once every day so as to select during the year the most important points specified in the uncontracted course.

Two specimen time tables are given below.

Suggestive Time Tables.

(designed to aid inexperienced teachers and trustees.)

There are two specimens given here for a rural school in which it is assumed there is only common school work to be done—the work of the first eight "Provincial Grades."

Every teacher should have a *time table*, giving all these details posted up in the school room, so that pupils can be guided by it even at their "desk" work. Inspectors are required to insist on this in every school.

Time Table A.

[For a "rural" or "miscellaneous" common school (of eight Grades grouped in four classes, (a), (b), (c) and (d), as directed on the previous page, with about 44 pupils 2 in 8th, 3 in 7th, 4 in 6th, 5 in 5th, 6 in 4th, 7 in 3rd, 8 in 2nd, and 9 in 1st grade.].

Time when Begun.	Duration (Minutes).	Recitations to Teacher.		Silent Work at Desks of the Four Classes.			
		Monday. Wednesday. Friday.	Tuesday. Thursday.	(a)	(b)	(c)	(d)‡
9 00	15	Opening, Song, and Roll-call.		.....	.....	.....	.....
9.15	15	(d) Reading, Spelling, etc.		Arith.	Arith.	Spelling.	.....
9.30	15	(c) ,, ,,		Arith.	Spelling.	.....	Spelling.
9.45	15	(b) ,, ,,		Spelling.	.....	Spelling.	Drawing.
10.00	15	(a) ,, ,,		.....	Spelling.	Drawing.	Arith.
10.15	5	Song and Calisthenics.		.....	.....	.....	.....
10.20	30	(a), (b), (c), and (d), Arithmetic, etc.		.....*	.....*	.....*	.....*
10.50	10	Recess.					
11.00	15	(a) Gram. and Anal.	(a) Language.	.....	Arith.	Arith.	Arith.
11.15	15	(d) Reading, Spelling, etc.		Arith.	Arith.	Arith.	.....
11.30	5	Mental Arithmetic.		.....*	.....*	.....*	.....*
11.35	25	Writing.	Drawing.	.....	.....	.....	.....
12.00	60	Noon Intermission.					
1.00	5	Song and Roll-call.		.....	.....	.....	.....
1.05	15	Geog., etc. (oral)	Hist., etc. (oral).	MapDraw.	.....	.....	.....
1.20	15	(a+) Geog.	(a+) Hist.	.....	Arith.	Arith.	Arith.
1.35	15	(c) Language.	(d) Language.	Language.	Language.	Language.	Language
1 50	15	(b) ,,	(a) Tues. } Health (b) Thurs. } Reader,	Arith.	.....	Spelling.	Spelling.
2.05	5	Song and Calisthenics.		.....	.....	.....	.....
2.10	20	Arith., Alg., B.K., or Math. Drawing.		.....*	.....*	.....*	.....
2.30	10	Recess.					
2.40	15	"Nature" and Science lesson from objects.		.....†	.....†	.....†	.....†
2.55	10	Writing or Drawing notes on lesson.		.....†	.....†	.....†	.....†
3.05	15	(d) Reading, Spelling, etc.	(a), (b), (c), and (d), Recitations (Elocutionary), on Fridays.	Math.	Math.	Arith.	.....
3.20	15	(c) ,, ,,		Math.	Spelling.	.....	Spelling.
3.35	15	(b) ,, ,,		Math.	.....	Spelling.	Arith.
3.50	10	Announcements, etc., and Song.		.....	.....	.....	.....

Notes on Time Table A.

* Desk work, Mathematics, when teacher is not engaged with the class.

† Desk work, description in writing (and drawing when necessary) of natural objects or observations, when the teacher does not require the attention of the class to the "lesson" for the day. Some lessons may be adapted to all classes, others to the senior or junior. When an elementary lesson is given to classes (c) and (d), the classes (a) and (b) should be working on a written description of a plant, an insect, or other phenomena observed, or experiments in physics, etc, with drawings. And *vice versa*.

‡ *Class* (d) may be necessarily made of *two* or *three*, and if not more sub-classes, each of which must be rapidly taken in turn. Some in their letters, some in the primer, etc., but all must receive attention in these subjects three or four times a day, for they can do but a very little at a time.

Reading should combine, when there is time, spelling, definition of words, grammatical peculiarities, etc., and the meaning of the literature and useful ideas in it should always be made clear to the pupil. See General Directions, 70 and 71.

Language.—See General Directions, 72. The "desk" work should require every day, if possible, the expression of the pupil's thoughts about something on which he can have clear ideas. To read a short story, or choice description once, to the class; giving all, say, exactly five or ten minutes to write rapidly their remembrance of it substantially, is a good exercise; especially if the errors are corrected before the class or otherwise shortly after. Or to give them an object or a picture to "write up" rapidly in a limited time. This will develop facility of composition. Some grammar and analysis, of course, will be necessary to enable the pupils to understand the reasons why some methods of expression are better than others.

Mathematics.—Several subjects need be taken up only for a month or two, such as the elementary rules of algebra, accounts, the use of the mathematical scales, as in Allen's Card Scale, and the compass in mathematical drawing. Some of these might be taken instead of arithmetic, say, in the afternoon, or on alternate days.

High School Work.—Where work of this kind has to be done, those studying the high school subjects might aid the teacher with some of the classes so as to obtain time for the high school studies, which otherwise might cut down the time given each class too much.

Lessons on Nature.—In many of these lessons the whole school may profitably engage. In nearly all the whole senior or whole junior division of the whole school can take part. A skilful teacher can thus give profitable object lessons to several grades of scholars at once; at one time giving a Grade V. lesson, at another time a Grade VI. or Grade VII. or Grade VIII. lesson, which will also contain enough for the observation and interest of Grade I., Grade II., Grade III., and Grade IV. pupils. An object lesson given to the highest class can thus to a certain extent be made a good object lesson for all the lower classes. The older pupils will see more and think more. It must be remembered that the memorising of notes or facts merely stated to pupils is strictly forbidden under this head. Such memorising is pure cram, injurious instead of being useful. The teacher may not have time to take up in *class* every object indicated in the Nature Lessons of the Course. In such cases the pupils should be given, say, two or three objects nearly related to the typical specimen examined in school with direction to search for them and examine them at home as illustrated in specimen class lesson. Without much expenditure of time the teacher can note that this work has been honestly attempted to be done by each pupil. The lessons must be direct from nature itself, but under the guidance of the teacher who can save time in bringing the pupils to the point desired from his own more mature experience. They are intended to train the observing and inductive faculties, to show the true way of discovering something of the nature of the world which immediately surrounds us, and which is and will continue to be reacting upon us in one manner or another. This knowlege is so much power over nature from which we have to win our material existence. It is also the basis of any useful philosophy.

More stress has been laid on the natural history of each section than on elementary physics and chemistry. Not because physical phenomena are less important, but because the elements of these sciences are the same all the world over, and there is no end to the cheap and well illustrated guides to practical work in them which will suit a section in Nova Scotia as well as one in England or in the United States. But there are no such simple guides to the biology of each section, and many of its other scientific characters. The teacher must become a student and master them; for they are of the most special importance in developing the habits of accurate observations from childhood, which is the soundest basis for any career ranging from that of the poet and professional man to the tiller and lord of the soil, the tradesman, the manufacturer and the inventor; and, in developing in connection with history and civics an intelligent attachment even to the soil of our country.

Time Table B.

TIME.		RECITATION.		DESK WORK.							
Exercise begins.	Length in Min.	M., W., F.	Tu., Th.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
9—9.10....	10	Opening.	Opening.	.....	.....	.....	.....	.....	.....	.....	.....
9.10—9.25..	15	I. and II. Read.	I. and II. Read.	.....	.....	Copy. Reading Lesson.	Copy. Reading Lesson.	Arithmetic.	Arithmetic.	Arith.	Arith.
9.25—9.40..	15	III. and IV. Read.	III. and IV. Read.			.....	.....				
9.40—9.55..	15	V. and VI. Read.	V. and VI. Read.	Copy Reading Lesson.	Copy Reading Lesson.	Tables in Arithmetic.	Tables in Arithmetic.	.....	.....	Spelling.	Spelling.
9.55—10 ..	5	Song.	Song.	.....	.....	.....	.....	.....	.....	.....	.....
10.00—10.40.	40	Arith. and Algebra.	Arith. and Algebra.	.....	.....	.....	.....	.....	.....	.....	.....
10.40—10.50.	10	Recess.	Recess.	.....	.....	.....	.....	.....	.....	.....	.....
10.50—11.05.	15	VII. and VIII. Gram.	VII. and VIII. Comp.	English Exercise.	English Exercise.	English Exercise.	English Exercise.	Eng. Exercise.	Eng. Exercise.	.....	.....
11.05—11.20.	15	V. and VI. Lang.	V. and VI. Gram.			.....	.....	.....	.....	English Exercise.	English Exercise.
11.20—11.30.	10	III. and IV. Lang.	III. and IV. Lang.			.....	.....	English Exercise.	English Exercise.		
11.30—11.40.	10	I. and II. Lang.	I. and II. Lang.	.....	.....	Spell. Exercise	Spell Exercise.	.....	.....	.....	.....
11.40—12 ..	20	Writing.	Drawing.	.....	.....	.....	.....	.....	.....	.....	.....
12.00	60			.....	.....	.....	.....	.....	.....	.....	.....
1.00—1.05 ..	5	Song.	Song.	.....	.....	.....	.....	.....	.....	.....	.....
1.05—1.15 ..	10	I. and II. Read.	I. and II. Read.	.....	.....	Arithmetic.	Arithmetic.	Arithmetic.	Arithmetic.	Arith.	Algebra.
1.15—1.35 ..	20	VII. and VIII. Geog.	VII. and VIII. Hist.	Copy lesson.	Copy lesson.	.....	.....	.....	.....	.....	.....
1.35—1.50 ..	15	V. and VI. Geog.	V. and VI. Hist.	Number Tables.	Number Tables.	Copy lesson.	Copy lesson.	.....	.....	English.	English.
1.50—2.05 ..	15	III. and IV. Read.	III. & IV. Geog. & Hist.			.....	.....	Spelling.	Spelling.		
2.05—2.15 ..	10	Song and Calisthenics.	Song and Calisthenics.	.....	.....	.....	.....	.....	.....	.....	.....
2.15—2.35 ..	20	Arith. and Algebra.	Arith. and Algebra.	.....	.....	.....	.....	.....	.....	.....	.....
2.35—2.45 ..	10	Recess.	Recess.							.....	.....
2.45—2.55 ..	10	I. and II. Read.	I. and II. Read.	.....	.....						
2.55—3.15 ..	20	VII. & VIII. Health R. and Science.	VII. & VIII. Health R. and Science	Copy lesson.	Copy lesson.	Review of Science (written).	Review of Science. (written.)	English Exercise.	English Exercise.	Spelling.	Spelling.
3.15—3.30 ..	15	V. and VI. Health R. and Science.	V. and VI. Health R. and Science.	English.	English.	.....	.....	.....	.....	.....	.....
3.30—3.40 ..	10	III. and IV. Science.	III. and IV. Science.			.....	.....	Review of Science.	Review of Science.	Review of Science.	Review of Science.
3.40—3.55 ..	15	VII. and VIII. Read.	VII. and VIII. Read.	Drawing.	Drawing.	Drawing.	Drawing.	.....	.....	.....	.....
3.55—4	5	Closing.	Closing.	.....	.....	.....	.....	.....	.....	.....	.....

Notes and Suggestions on Time Table B. for Miscellaneous School.

In grouping grades it may be found better to group differently; as II., III., IV., and V., etc. In that case I. would be taken alone; also VIII. Or VII. and VIII. may work well together, while VI. would be taken alone.

It would never be practicable to combine Grades I. and II. in reading, in such a way as to have both classes read the same lesson. A period may be set apart, as in the table, for the two classes. Then Grade I. is taken first, Grade II. meanwhile is set to study the lesson, or to copy it. At the close of lesson for Grade I., this grade is sent to copy lesson just read, while Grade II. reads. The proportion of time given to each grade (I. and II.) will vary on different days according to circumstances, such as slim attendance of one grade and full attendance of the other.

Deal similarly with other combinations as III. and IV. If they cannot read the same lesson profitably, take the lower grade first, then the other. In some cases the bad readers of the advanced grade should get additional practice by reading with the lower grade as well as with their own. Also clever pupils in the lower grade may be allowed to read both lessons, and in this way becme prepared for transfer to the higher grade in advance of their class.

All classes are taken together in arithmetic. That is, the time is not divided up among the classes, as shown in the time table. The teacher takes the different classes in such order and for such length of time as circumstances suggest.

Somewhat similar is the plan in English. While one class is reciting or receiving instruction, others have some kind of work as desk-work. The teacher may sometimes stop the desk-work of one or more classes temporarily and invite the attention of these classes to some point under discussion.

Spelling is to be combined with every lesson to some extent, especially with the reading lessons and the language lessons. Also at desk-work pupils are set to copy from books, from the blackboard, to write names of objects, plurals of nouns, words exemplifying rules of spelling, etc.

High School Curriculum.

Special Directions, Year Ending July, 1899.

The subjects, number and value of the papers for the different High School examinations, and the general scope of examination questions, are indicated in the prescribed curriculum which follows. Examination questions may demand description by drawing as well as by writing in all grades. In any subject, also, a question may be put on work indicated under the head of General Directions, Course of Study for Public Schools.

GRADE IX.

1. *English Language.*—100: [a] The Sir Roger De Coverley Papers (35), and Evangeline (T. C. Allen and Co.), with critical study, word analysis, prosody and recitations; [b] English Composition as in Dalgleish's Introductory, or an equivalent in the hands of the teacher only, with essays, abstracts, and general correspondence, so as to develop the power of fluent and correct expression in writing.

2. *English Grammar.*—100: Text Book [excepting "notes" and "appendix"] with easy exercises in parsing and analysis.

3. *Latin.*—100: As in Collar and Daniell, to end of Chapter LIII., or any equivalent grammar with very easy translation and composition exercises. [To secure uniformity in pronunciation the Roman (or Phonetic) pronunciation of Latin is recommended to be used in all grades.]

4. *French.*—100: As in Fasnacht's Progressive Course, First Year, with Progressive Reader, First Year, Sections 1 to 15 (MacMillan and Co.).

5. *History and Geography.*—: [a] Text Book of British History up to the House of Tudor, and oral lessons on "How Canada is Governed." [b] Geography of North America and Europe as in Text Book.

6. *Science.*—100 : [a=30] Physics as in Balfour Stewart's Primer [b=70] Botany as in Gray's "How Plants Grow," substituting for the details of "Flora," Part II., common or prescribed native plants ; or Spotton's. Drawing of parts of plants.

7. *Drawing and Book-keeping.*—100 : [a=20] Construction of geometrical figures and solution of mensuration and trigonometrical problems by mathematical instruments, and T. C. Allen's Card Scale. [b=30] High School Drawing Course No. 1, with model and object drawing and Manual Training No. 2 completed. [c=50] Commercial forms and writing, with Single Entry Book-keeping Problems.

8. *Arithmetic.*—100 : As in Hamblin Smith to end of Section 21 (with a practical knowledge of the metric system, which will be required in all grades).

9. *Algebra.*—100 : As in Hall and Knight's Elementary Algebra to end of Chapter XVI.

10. *Geometry.*—100 : Euclid I., with very easy exercises, as in Hall and Stevens to page 86.

Note.—Latin and French are optional ; all others imperative. The minimum aggregate for a "pass" is 400, with no subject below 25.

GRADE X.

1. *English Language.*—100 : [a] Same subjects as in previous grade, but more advanced scholarship required. [Composition as in Dalgleish's Advanced, or an equivalent in the hands of the teacher only, with special attention to the development of readiness and accuracy in written narrative, description, exposition, and general correspondence.]

2. *English Grammar.*—100 : Text Book (excepting "appendix") completed with exercises in parsing and analysis.

3. *Latin.*—100 : As in Collar and Daniel, complete, and "Cæsar's Invasion of Britain," by Welch and Duffield (MacMillan and Co., London).

4. *Greek.*—100 : As in Frost's Greek Primer (Allyn and Bacon, Boston), to end of Part III., or "Initia Græca," Part I.

5. *French.*—100 : As in Fasnacht's Progressive Course, second year, with Progressive Reader, first year, selections 16 to 62.

6. *German.*—100 : As in Fasnacht's First Year (MacMillan and Co.).

7. *History and Geography.*—100 : [a] Text Book of British History from the House of Tudor to the present time. [b] Text Book of Geography, excepting North America and Europe.

8. *Science.*—100 : [a=70] Chemistry as in Williams, but with 25 per cent. of optional questions at examination. [b=30] Mineralogy as in Crosby's Common Rocks, or Agricultural Chemistry as in Tanner.

9. *Drawing and Book-keeping.*—100 : [a] Mathematical drawing as in previous grade, but more advanced ; Faunce's Mechanical Drawing recommended to teachers for "proper use of instruments" and problems. High School Drawing Course, No. 2, and model and object drawing, with simple drawing from Nature. [b] Book-keeping : Double Entry forms and problems.

10. *Arithmetic.*—100 : Text Book complete without appendix.

11. *Algebra.*—100 : As in Hall and Knight's Elementary to end of Chapter XXVII.

12. *Geometry.*—100 : Euclid I., II., and III. to Prop. 20, as in Hall and Stevens.

Note.—Latin, Greek, French, and German optional ; all others imperative. The minimum for a pass, 400, with no subject below 25.

GRADE XI.

1. *English Literature.*—100 : Authors prescribed from year to year, with critical study. [a=80] Milton's L'Allegro, Il Penseroso, Comus and Lycidas. Macaulay's Essay on Milton. [b=20] A general acquaintance with the prescribed literature of the previous grade, as above.

2. *English Grammar.*—100 : History of English Language and Text Book, completed, with difficult exercises. [b] History of English Literature, as in Meiklejohn.

3. *Latin.*—100 : Grammar and easy composition partly based on Prose author read.

4. *Latin.*—100 : [a] Cæsar's De Bell. Gall., Books II. and III., and [b] Virgil's Æneid, Book III. ; with grammatical and critical questions.

5. *Greek.*—100 : Grammar and easy composition based partly on author read and Frost's Primer completed.

6. *Greek.*—Xenophon's Anabasis, Book II., with grammatical and critical questions.

7. *French.*—100 : As in Fasnacht's Progressive Course, Third Year, with Souvestre's "Un Philosophe Sous les Toits" (MacMillan and Co.)

8. *German.*—100 : As in Fasnacht's Second Year (MacMillan and Co.).

9. *History and Geography.*—100 : General History and Geography as in Swinton.

10. *Physiology.*—100 : As in prescribed text, "Martin's Human Body and the Effects of Narcotics."

11. *Physics.*—100 : As in Gage's "Introduction to Physical Science."

12. *Practical Mathematics.*—100 : As in Eaton.

13. *Algebra and Arithmetic.*—100 : As in Hall and Knight's Elementary Algebra.

14. *Geometry.*—100 : Euclid I. to IV. with exercises, the more important definitions and algebraic demonstrations of Euclid V., and Euclid VI. (text) to Prop. 19, as in Hall and Stevens.

Note.—Latin, Greek, French, and German optional ; all others imperative. The minimum aggregate for a pass, 400, with no subject below 25. The examination on this syllabus may also be known as the Junior Leaving Examination of the High School.

GRADE XII.

The examination on this syllabus may be known as the Senior Leaving Examination of the High School. This portion of the course of study may be profitably undertaken on the lines best adapted to the staff of instructors or the demands of students in the larger High Schools or County Academies. There is in this grade a bifurcation of the course into a classical side and a scientific side, with minor options leading to the certificates of "A" (classical) and "A" (scientific) respectively.

(A.) IMPERATIVE FOR BOTH SIDES.

1. *English Language.*—100 : As in Lounsbury's English Language, with prescribed authors. Chaucer's Canterbury Tables : The Prologue in detail (as in Skeat's Shilling Edition) ; with a general knowledge of the following Tales : 1, Knight's ; 2, Monk's ; 3, Clerk's ; 4, Squire's ; 5, Man of Law's ; 6, Pardoner's (any edition of the Canterbury Tales).

2. *English Literature.*—100 : Stopford Brooke's Primer (latest edition), with prescribed authors. Carlyle's Essay on Burns ; Macaulay's Essay on Milton ; Shakespeare's The Merchant of Venice.

3. *British History.*—100 : As in Green's Short History of the English People, and Clement's History of Canada.

4. *Psychology.*—100 : As in James's Text Book of Psychology (MacMillan and Co., London), or Maher's (Stoneyhurst Series).

5. *Sanitary Science.*—100 : As in the Ontario Manual of Hygiene.

(B.) IMPERATIVE FOR CLASSICAL SIDE.

1 *Latin Composition.*—100 : Grammar as in Bennett, and Composition as in Bradley's Arnold, or equivalents. Latin translation at sight.

2. *Tacitus.*—100 : Agricola and Germania.

3. *Cicero.*—100 : Pro Milone.*

4. *Virgil.*—100 : Æneid, Books V. and VI.

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* For 1900, *Cicero.*—Against Catiline, I. to IV.

5. *Horace.*—100 : Odes. Books II. and IV.*
6. *Roman History and Geography.*—100 : As in Liddell's.
7. *Greek Composition.*—100 : Grammar as in Goodwin and composition as in Fletcher and Nicholson, or equivalents. Greek translation at sight.
8. *Xenophon.*—100 : Hellenica Books I. and II. (Clarendon Press).
9. *Plato.*—100 : The Apology and Crito.*
10. *Sophocles.*—100 : Ajax.
11. *Grecian History and Geography.*—100 : As in Smith's.

(C.) IMPERATIVE FOR SCIENTIFIC SIDE.

1. *Physics.*—100 : As in Gage's Principles of Physics.
2. *Chemistry.*—100 : As in Storer and Lindsay's Elementary.
3. *Botany.*—100 : As in "The Essentials of Botany" by Bessey (Henry Holt and Co., New York, latest edition) with a practical knowledge of representative species of the Nova Scotia flora.
4. *Zoology.*—100 : As in Dawson's Hand Book, with dissection of Nova Scotian species as in Colton's Practical Zoology.
5. *Geology.*—100 : As in Sir William Dawson's Hand Book of Canadian Geology (excepting the details relating to other Provinces from page 167 to 235).
6. *Astronomy.*—100 : As in Young's Elements of Astronomy.
7. *Navigation.*—100 : As in Norie's Epitome.
8. *Trigonometry.*—100 : Locke's Elementary Trigonometry.
9. *Algebra.*—100 : As in Hall and Knight's Higher Algebra, omitting " * " paragraphs and chapters xxvii. to xxxi.
10. *Geometry.*—100 : Euclid, particularly VI. & XI., as in Hall and Stevens, with exercises "Loci and their Equations," as in Chapter I. Wentworth's Elements of Analytic Geometry.

(D.) OPTIONAL FOR EITHER SIDE.

1. *French Grammar and Composition.*—100.
2. *French Authors.* — 100 : Voltaire's Charles XII., and Corneille's Horace.
3. *German Grammar and Composition.*—100 : As in Joynes-Meissner or equivalent.
4. *German Authors.*—100 : Wildenbruch's "Kinderthränen" (Freund and Jeckell, Berlin) ; Schiller's "Der Neffe als Onkel," and "Fritz auf Ferien" by Babette von Bülow.

To pass Grade A (scientific) a minimum aggregate of 1000 must be made on twenty papers, including all in groups (A) and (C) and any other five papers.

To pass Grade A (classical) a minimum aggregate of 1000 must be made on twenty papers, including all in groups (A) and (B) and any other four papers.

No paper should fall below 25 (see Reg. 10 under Appendix C below).

For Grade A (classical and scientific), all the subjects in group (D) must have been taken as well as those in (A), (B), and (C). No paper to fall below 50.

GRADE "A" BY PARTIAL EXAMINATIONS.

A candidate at the Provincial Examination who makes an aggregate of 600 on any ten papers of the "A" syllabus, and an aggregate of 500 on a different set of ten papers of the syllabus at a subsequent examination, or who makes an aggregate of 1000 on twenty papers of the syllabus, or who has already taken an A (cl), an A (sc), or an "A" License, may thereafter present himself for examination on any of the subjects on which he may not have made at least 50 per cent. at a previous examination ; and so long as the Council of Public Instruction deems the character of the examination

* *For* 1900, *Horace.*—Satires, Books I., omitting the 2nd and 8th Satires, and Book II.
,, *Thucydides.*—Book VII.

on the subjects not materially changed, all the valuation marks 50 per cent. or above made on each subject at the said and following examinations may be incorporated into a single certificate, provided at least 50 per cent. be made on each of the (twenty) subjects required for the Grades A (cl), or A (sc), or on each of the (thirty) subjects in the full course for A (cl and sc).

UNIVERSITY MATRICULATION.

The leading universities and colleges of the Provinces have agreed to accept the Grade B or Junior leaving High School certificate in lieu of their Matriculation examination, when the certificate indicates a pass on each subject required by the particular matriculation standard concerned. For example, a university may fix 50 or 60 per cent. more or less in Latin, Greek, or any other subject, as its standard. Again, a candidate may fail to take a "pass" High School Certificate through a low mark in a subject not required for matriculation, yet make sufficient high marks, as shown by his "examination record," on the subjects required to admit him to the university. This constitutes a practical affiliation of the Public High Schools with the Universities, which will save division of energy in many high schools, while it will place each of the Universities in the same relation to the public schools.

APPENDIX C.

THE GENERAL REGULATIONS OF THE PROVINCIAL HIGH SCHOOL EXAMINATIONS, 1898.

Provincial Examination of High School Students.

Reg. 1. "High School Students" will be held to mean all pupils who passed the regular County Academy Entrance Examination, or who are certified by a Public School teacher as having completed one or more years of the High School Course of Study.

Reg. 2. A terminal examination by the Provincial Board of Examiners shall be held at the end of each school year on subjects of the first, second, third and fourth years of the High School Curriculum, to be known as Grades IX, X, XI and XII respectively of the Public Schools, or Grades D C, B and A respectively, of the High Schools.

Reg. 3. The examination sessions shall commence each day at nine o'clock, A.M., for Grade A on the first Monday of July, at the following stations *only* :—Sydney, Antigonish, Pictou, Amherst, Truro, Halifax, Kentville, and Yarmouth ; for Grades B, C and D on the following Wednesday, and for "minimum professional qualification" of Public School Teachers on Saturday following ; and shall be conducted, according to instructions, under a Deputy Examiner appointed by the Superintendent of Education, at each of the following stations, viz. :—1, Amherst ; 2, Annapolis ; 3, Antigonish ; 4, Arichat ; 5, Baddeck ; 6, Barrington ; 7, Berwick ; 8, Bridgetown ; 9, Bridgewater ; 10, Canso ; 11, Cheticamp ; 12, Church Point ; 13, Digby ; 14, Guysboro ; 15, Halifax ; 16, Kentville ; 17, Liverpool ; 18, Lockeport ; 19, Lunenburg ; 20, Maitland ; 21, Margaree Forks ; 22, Middleton ; 23, New Glasgow ; 24, North Sydney ; 25. Oxford; 26, Parrsboro ; 27, Pictou ; 28, Port Hawkesbury ; 29, Port Hood ; 30, River John ; 31, Sheet Harbor ; 32, Shelburne ; 33, Sherbrooke ; 34, Stellarton ; 35, Springhill ; 36, Sydney ; 37, Tatamagouche ; 38, Truro ; 39, Windsor ; 40, Wolfville ; 41, Yarmouth.

Reg. 4. (*a*) Applications for admission to the Provincial High School Examination must be made on the prescribed form to the Inspector within

whose district the examination station to be attended is situated, not later than the 24th day of May.

(*b*) Candidates applying for the Grade D examination, or for the same grade written for unsuccessfully at a previous examination, or for the next grade above the one already successfully passed by them, shall be admitted free. But a candidate who has not passed Grade D must have his application for C accompanied by a fee of one dollar ; if he has passed neither D nor C the application for B must be accompanied by two dollars ; and if he has passed neither D, C, nor B, the application for A must be accompanied by three dollars. Generally, one dollar must accompany the application for each grade before the one applied for, which the candidate has not regularly passed.

(*c*) For the Teachers' Minimum Professional Qualification Examination a fee of two dollars is required, but it should not be forwarded with the application, it having been found more convenient to pay the same to the Deputy-Examiner on the Saturday when the candidate presents himself for examination, the Deputy-Examiner transmitting the same to the Superintendent with his report.

(*d*) The prescribed form of application, which can be freely obtained from the Education Department through the Inspectors, shall contain a certificate which must be signed by a licensed teacher having at least the grade of scholarship applied for by the candidate, whose legal name must be carefully and fully written out. If the application is defective on account of the omission of the proper fee, or on account of the omission or incorrect statement of any fact called for in the prescribed form, the application is null and void, and even should the Deputy-Examiner admit the candidate provisionally to the examination, his papers will be intercepted at the Education Office.

(*e*) When a candidate presents himself for examination and his name is not found on the official list as having made regular application in due time, the Deputy-Examiner may admit him to the examination provisionally on his written statement that application was regularly made in due time and on the payment of one dollar, which are to be transmitted with the Deputy's report to the Superintendent ; and if such candidate's statement is proven to be correct, the error being due to causes beyond his control, the dollar shall be returned and his papers shall be forwarded to the Provincial Examiners.

(*f*) Prescribed form of Application. (See below.)

Reg. 5. Each Inspector shall forward, *not later than June 1st*, to the Superintendent of Education, a list of the applications received for each grade of examination at each station within his district, on a form to be supplied from the Education Office, transmitting therewith all moneys, having duly classified and checked the same in the form aforesaid.

Reg. 6. The Deputy Examiner, when authorised by the Superintendent of Education, shall have power to employ an assistant or assistants, who shall receive two dollars per day for the time so employed.

Reg. 7. The Superintendent of Education shall have prepared and printed suitable examination questions for each grade at each examination, in accordance with the prescribed course of study, and shall also forward to each Deputy Examiner a sufficient supply of the printed questions, together with copies of such rules and instructions as may be necessary for the due conduct of the examination.

Reg. 8. The maximum value of each paper shall be 100 : and the numbered questions composing it shall be constructed with the intention of making each equal in value though not necessarily of equal difficulty. Thus, when 5 questions constitute one paper, the value of each when answered accurately with reasonable fulness and in good form will be 20,

PRESCRIBED FORM OF APPLICATION FOR PROVINCIAL HIGH SCHOOL EXAMINATION.

At .....*Station,*

To.....*Inspector of Schools:* .....*May, 189*....

I.....a duly licensed teacher of Class.....do hereby certify that the candidates whose names are given below from No. 1 to No.....inclusive, will, to the best of my knowledge, have completed, before the date of next examination, the full imperative Course of Study up to and including the Grade for which they hereby respectively apply; that they are good* *readers* and *writers*; and in case of those who have not "passed" the previous Grade or Grades, that they have specially proved their proficiency (equivalent to a 50% "pass") in each of the subjects of the said course of study not virtually covered in the Grade applied for, such as the "Science" of Grade D, the "Science and Book-keeping and Drawing" of Grade C, and the imperatives of Grade B. I also forward herewith on behalf of these candidates..... dollars, being the amount of fees required under sub-section (*b*) of Regulation 4, "Provincial Examination of High School Students" as specified in the list below.

Candidates intending to take the M. P. Q. Examination (fee $2.00 payable to the Deputy-Examiner at Examination) are indicated by the letters M. P. Q. in the column headed "remarks" below.

Signed.....

Principal of .....*School*.....*Co.*

No.	NAMES OF CANDIDATES (in full). [This forms part of the permanent and official record of the Education Department. The names must therefore be written herein distinctly, correctly and without contraction.]	Age 1st August next.		Post Office Address of each Candidate.	Grade applied for.	PROVINCIAL GRADE NOW HELD.				Fee under Reg. 4 (*b*).	REMARKS.
		Yrs.	Mos.			Grade.	No.	Station.	Year.		

*If a candidate has a physical defect preventing good reading or writing, application may be made if qualified by and accompanied with a particular and authentic description of the case for the consideration of the Education Department.

no matter whether it should be easier or more difficult than its fellow questions.

Reg. 9. Each examiner shall mark distinctly by coloured pencil or ink at the left-hand margin of each question on the candidate's paper its value on the foregoing assumption; and shall sum up the total, placing it on the back of the sheet; and underneath, the number of misspelled or obscurely-written words, which number is to be deducted from the total for the true value of the paper. Thus, should the sum of the marks of a paper be 54, and the misspelled or obscurely-written words be 6, the marks on the back would stand as follows, *e.g.*, English Grammar [54-6]=48.

Reg. 10. To make a "pass" in the grade of examination applied for, the candidate must make *at least the minimum* aggregate of the grade and at least a *minimum* of 25 on each imperative subject or paper of the grade; but this minimum of 25 may be lowered one unit for every 50 the candidate's aggregate may be above the "minimum aggregate" in the case of Grade A, and for every 25 in the cases of Grades B, C and D. A mark below 25 on any optional subject will not be counted in the aggregate.

Reg. 11. Candidates failing to make a pass in the grade applied for may be ranked as making a pass in the next grade below, provided 75 per cent. of the *minima* be made; and as making a pass on the grade second below, provided 50 per cent. of the *minima* be made.

Reg. 12. Each candidate shall receive from the Superintendent of Education a certificate containing the marks given in each subject by the examiners, and the High School Grade which the candidate may have successfully "passed." If the candidate has not "passed," the certificate will *not* bear the head title "High School Certificate" with the arms of the Education Department.

Reg. 13. Candidates for High School Certificates will be expected to pass the various grades in order. Candidates will not be admitted to the examinations of the higher grades without evidence of their proficiency in the subjects of the preceding grades.

Reg. 14. The subjects, number, and values of the papers for the different examinations, and the general scope of examination questions, are indicated by the prescribed High School curriculum. Examination may demand description by drawing as well as by writing in all grades.

Provincial Examination Rules.

COMMENT.

No envelopes shall be used to enclose papers. One hour is the maximum time allowed for writing each. One sheet of foolscap will therefore hold all that will be necessary to be written on any paper, if it is properly put down.

1. Candidates shall present themselves at the examination room punctually half an hour before the time set for the first paper of the grade for which they are to write, at which time the deputy examiner shall assign each a seat, and a number which shall represent the candidate's name, and must therefore be neither forgotten nor changed. The candidates who *present* themselves shall be numbered from 1 onwards in consecutive order (without a hiatus for absent applicants, who cannot be admitted after the numbering) beginning with the A's, then coming to the B's, C's, and D's in order.

2. Candidates shall be seated before the instant at which the examination is fixed to begin. No candidate late by the fraction of a minute has the right to claim admission to the examination room, and any candidate leaving the room during the progress of any examination must first send

his or her paper to the deputy examiner, and not return until the beginning of the next paper.

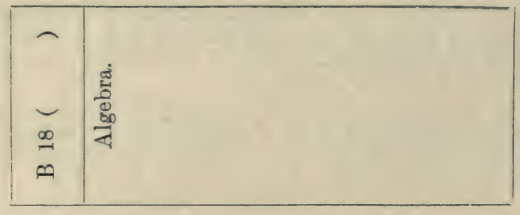
3. Candidates shall provide themselves with (for their own exclusive use) pens, pencils, mathematical instruments, rulers, ink, blotting-paper, and a supply of good heavy foolscap paper of the size thirteen inches by eight.

4. Each candidate's paper must consist of one sheet of such foolscap, which may be written on both sides, and must contain no separate sheets or portions of sheets unless inseparably attached so as to form one paper. Neat writing, and clear, concise answers are much more likely to secure high values from examiners than extent of space covered or a multiplicity of words.

5. Each such paper must be *exactly* folded, 1st by doubling, bottom to top of page, pressing the fold (paper now $6\frac{1}{2}$ by 8 inches); 2nd by doubling again in the same direction, pressing the fold flat so as to give the size of $3\frac{1}{4}$ by 8 inches.

6. Finally the paper must be exactly endorsed as follows : A neat line should be drawn across the end of the folded paper $\frac{1}{2}$ inch from its upper margin. Within this space, $3\frac{1}{4}$ inches by $\frac{1}{2}$ inch, there must be written in very distinct characters, 1st, the letter indicating the grade, 2nd, the candidate's number, and 3rd, a vacant parenthesis of at least one inch, within which the deputy examiner shall afterwards place the private symbol indicating the station. Immediately underneath this space and close to it should be neatly written the title or subject of the paper.

For example, candidate No. 18 writing for B (Grade XI.) on Algebra should endorse his paper as shown below :—



7. The subject title, grade and candidate's No. may be written within over the commencement of the paper also ; but any sign or writing meant to indicate the candidate's name, station, or personality may cause the rejection of the paper before it is even sent to the examiners.

8. Any attempt to give or receive information, even should it be unsuccessful, the presence of books or notes on the person of a candidate, or within his reach during examination, will constitute a violation of the examination rules, and will justify the deputy examiner in rejecting the candidate's papers, and dismissing him from further attendance. No dishonest person is entitled to a provincial certificate or teacher's licence. And where dishonesty at examination is proven, provincial certificates already obtained and licences based on them will be cancelled.

9. It is not necessary for candidates to copy papers on account of erasures or corrections made upon them. Neat corrections or cancelling of errors will allow a paper to stand as high in the estimation of the examiner as if half the time were lost in copying it. Answers or results without the written work necessary to find them will be assumed to be only guesses, and will be valued accordingly.

10. Candidates are forbidden to ask questions of the deputy examiner with respect to typographical or other errors which may sometimes occur in examination questions. The examiner of the paper alone will be the judge of the candidate's ability as indicated by his treatment of the error. No candidate will suffer for a blunder not his own.

11. Candidates desiring to speak with the deputy examiner will hold up the hand. Communication between *candidates* at examination, even to the extent of passing a ruler or making signs, is a violation of the rules. Any such necessary communication can be held through the deputy examiner only.

12. Candidates should remember that the deputy examiner cannot overlook a suspected violation of the rules of examination without violation of his oath of office. No consideration of personal friendship or pity can therefore be expected to shield the guilty or negligent.

13. All candidates will be required to fill in and sign the following certificate at the conclusion of the examination, to be sent in with the *last* paper :

CERTIFICATE.

Examination Station .....Date.....July, 189 .

Candidate's No. ( ).

This is to certify that I have not omitted in my course of study any of the imperative subjects in the prescribed High School Curriculum up to Grade....., for which I have now been writing, and that I already hold a Provincial Certificate of Grade.....*

I also do truly and solemnly affirm that in the present examination I have not used, or had in the Examination Room, any book, printed paper, portfolio, manuscript, or notes of any kind, bearing on any subject of examination ; that I have neither given aid to, nor sought nor received aid from any fellow-candidate ; that I have not wilfully violated any of the rules, but have performed my work honestly and in good faith.

Name in full (*without contraction in any of its parts*). .....

P.O. to which memo. or certificate is to be sent.....

---

* A Teacher's Licence is a Prov. Certificate of the same grade as its class. If no licence or certificate is held, the blank is to be filled in with a dash.

Time Table.

PROVINCIAL EXAMINATION, BEGINNING FIRST MONDAY IN JULY, 1898.

	TIME.	GRADE A.	COUNTY ACADEMY ENTRANCE.		
MONDAY.	A.M. 9.00to 10.10 10.10 ,, 11.10 11.15 ,, 12.15	Roman History. Chemisty. Xenophon.	English.		
	P.M. 2.00 to 3.00 3.10 ,, 4.10 4.15 ,, 5.15	Greek History. Botany. Homer.	Mathematics.		
TUESDAY.	A.M. 9.00to 10.00 10.10 ,, 11.10 11.15 ,, 12 15	Cicero. Zoology. Navigation.	Drawing, etc. Geography and History.		
	P.M. 2.00 to 3.00 3.10 ,, 4.10 4.15 ,, 5.15	Plato. Sanitary Science. Astronomy.	Useful Knowledge.		
	A.M. 8.30 to 9.00	Seating of Grade B, C and D.			
WEDNESDAY.	A.M. 9.00 to 10.00 10.10 ,, 11.10 11.15 ,, 12.15	Algebra. Latin Composition French Authors.	Algebra. Latin Compos'n.	Algebra. Latin.	Algegra. Latin. .....
	P.M. 2.00 to 3.00 3.10 ,, 4.10 4.15 ,, 5.15	English Language. French Compos'n. Geology.	Eng. Language. French. Greek Authors.	Eng. Language. French.	Eng.Language. French. .....
THURSDAY.	A.M. 9.00 to 10.00 10.10 ,, 11.10 11.15 ,, 12.15	Geometry. Greek Composition Tacitus.	Geometry. Latin Authors.	Geometry. Greek.	Geometry. ....
	P.M. 2.00 to 3.00 3.10 ,, 4.10 4.15 ,, 5.15	Physics. German Compos'n. Virgil.	Physics. German. Greek Compos'n.	Science. German.	Science. ....
FRIDAY.	A.M. 9.00 to 10.00 10.10 ,, 11.10 11.15 ,, 12.15	Trigonometry. Psychology. Horace.	Prac. Math. Physiology.	Arithmetic. Drawing & B.K.	Arithmetic. Draw'g & B.K. .....
	P.M. 2.00 to 3.00 3.10 ,, 4.10 4.15 ,, 5.15	British History. English Literature. German Authors.	Geog. and Hist. English Gram.	Geog. and Hist. English Gram.	Geog. and Hist. English Gram. .....
SATURDAY.	A.M. 9.00 to 10.00 10.10 ,, 11.10 11.15 ,, 12.15	M. P. Q. EXAMINATION. Hygiene and Temperance. School Law and Management. Theory and Practice of Teaching.			

APPENDIX D.

REGULATIONS OF THE COUNCIL OF PUBLIC INSTRUCTION REFERRING TO COUNTY ACADEMIES.

[1.] A County Academy is the high school in a county which under the statute is entitled to draw a special grant, called the academic grant, when the following regulations are satisfactorily observed.

Reg. 1. The board of trustees or commissioners of a school section in which a county academy is situated, in order to draw the academic grant authorized by the statute, shall make satisfactory provision for the instruction of all common school pupils within the section, as well as for all qualified high school students within the county, who may present themselves for admission.

Reg. 2. The buildings, grounds, outhouses, class rooms, laboratories or subsidiary rooms, warming and ventilation, books of reference, maps, charts, models, collections of specimens for illustration and object study, apparatus, etc., shall be of that degree of excellence compatible with the general progress in educational effort in the province, with the grade of grant competed for, and with effective instruction in the course of study prescribed, according to the judgment of the Council of Public Instruction on the report of the Superintendent of Education, under section 3, subsection 10 of the statute.

Reg. 3. The duly qualified teachers referred to in the statute shall hold a provincial academic license of class A (cl), or A (sc), except in the case of a teacher recognized as duly qualified at the inception of the system under the Act of 1885.

Reg. 4. The properly certified yearly average of high school students referred to in the statute shall be the average attendance of regular students who shall have demonstrated their being of full high school grade at the provincial high school examination, or at the annual examination of the academy by the Superintendent of Education.

Reg. 5. Regular pupils or students are those who have regularly entered the county academy under the regulations, and are pursuing the prescribed course of study. Other pupils or students, who may be known as *special* students, may be admitted, provided they can be accommodated without encroaching on the rights of the regular students. They are not, however, legally entitled to admission, except at the option of the trustees or commissioners of the academy; nor are they counted as qualifying the academy to any extent for the academic grant under the law. In other respects their names, attendance, etc., are recorded in the register and entered into the annual returns as are those of the regular students.

Reg. 6. Students in other respects entitled to admission may be admitted without examination on presentation of provincial or other certificates (such as 300 on grade D, 200 on grade C), recognised by the Superintendent of Education as satisfactory proof of full high school grade.

Reg. 7. The ordinary mode of admission shall be by the county academy entrance examination, held on the Monday and Tuesday of the provincial examination week in July, on the common school course of study, the questions being prepared by the Education Department, arranged in five papers such as, (1) English, (2) mathematics, (3) drawing, writing and simple accounts, (4) geography and history, and (5) useful knowledge.

Reg. 8. These question papers shall be sent to each principal immediately before the date of examination, under seal, which is not to be broken until

the moment of examination specified on each envelope, and the results of the examination must be reported to the Education Office within one week rom its close, on the form and with the certification prescribed.

Reg. 9. The examination shall be conducted by the principal and such persons as may be associated with him for the purpose by the board of trustees or commissioners, in strict accordance with the directions issued from the Education Office. All answer papers, with the examiners' values endorsed on the margin of each question, shall be preserved for *two* years, ready for examination or re-examination by the Superintendent of Education. The rules and proceedings of the provincial examination shall be followed in these examinations so far as they are applicable.

Reg. 10. A supplementary entrance examination for such applicants as can show good reason for not having presented themselves at the regular examination in July may be held at the opening of the academy after the summer vacation. The questions for this examination (should one be found necessary) shall be prepared by the principal (or faculty), and must be transmitted with the regular detailed report to the Superintendent of Education immediately after the examination ; and in every other respect shall be subject to the same conditions as the regular examination. No candidate failing at the July examination should be re-examined at a supplementary, unless he shall have made the prescribed aggregate, and shall also present a certificate of at least four weeks' study, in the interim, on the subjects in which he failed.

No supplementary entrance examination shall be held later during the year, except on the express permission of the Superintendent of Education, after good cause has been shown, when the examination shall be subject to the conditions already stated, except that the questions shall be so advanced as to cover, in addition to the common school work, that portion of the high school course already taken up at the date of examination.

[2.] *Comment.* As supplementary examinations under the foregoing regulation are specially open to the suspicion of an attempt on the part of candidates to gain an easy entrance, and on the part of the academy of an unfair hold on public funds, principals would do well to discountenance them, except under urgent and justifying circumstances. In order that the public may observe what the facts are in connection with each institution, the following regulation is made :

Reg. 11. Each candidate passing the academy entrance examination shall be returned on the form prescribed, in the order of merit, numbered in consecutive order, so that each can be quoted by his *number, year, and county.* Those passing at any supplementary examinations shall receive the next consecutive numbers in order under the date of the initial entrance examination. Each such successful candidate shall be entitled to a certificate supplied by the Education Department, and signed by the principal who conducted the examination, and the said certificate shall also contain the candidate's name (in full) with number, year, and county, as above mentioned ; and these items shall be regularly published in the JOURNAL OF EDUCATION, as the list of the successful candidates at each academy.

Reg. 12. Each county academy shall be examined annually, when possible, by the Superintendent of Education in conjunction with the inspector of schools for the district. The examination shall be conducted orally or in writing, at the discretion of the examiners, and in its scope shall have regard to the time of the school year at which it may be held. The names of students in the lower classes on the register shall be carefully compared with the entrance examination lists, and the answer papers shall be inspected. Students on the register who are not present at such examination (unless they have already a high school certificate), or who fail to satisfy the examiners, shall not be held to be properly certified high school students under the statute, and their attendance shall therefore be deducted from that given in the "return" in order to determine the grade of academic grant to which the institution is entitled.

Reg. 13. Students may be admitted to the higher classes in any academy or standing shown by provincial certificates of scholarship, or by examination, at the discretion of the principal (or faculty) of each academy. The grading of any institution should for economy and efficiency be adjusted to its local conditions—*i.e.*, to the number of the students and of the staff of instructors, etc.

But in all academies and high schools, students who hold a provincial grade D shall be entitled to be enrolled in the register as *in* grade X with an asterisk or star thus, X*; those who hold grade C as *in* grade XI*; and those who hold grade B as *in* grade XII*. The star will thus indicate provincial classification, as its absence will denote merely local classification as permitted above. An error in the use of this star will be *prima facie* a falsification of the register.

Reg. 14. It shall be the duty of the trustees or commissioners of each county academy to supply for the teachers' use all text-books which by the prescribed course of study are made the basis of oral lessons and lectures. They must also provide the philosophical and chemical apparatus essential for the experiments and demonstrations required by the course as a regular part of the teaching. A selection of physiological and zoological diagrams, models and specimens, is deemed necessary. The teachers should encourage pupils to collect cabinets illustrating the geology, varied mineral resources, botany, zoology, etc., of Nova Scotia; and the museum and general equipment of the institution are required to be superior to those of the same grade of high schools not drawing academic grants.

Reg. 15. When the equipment of a county academy as generally indicated above and in regulation 2 is not decidedly superior to that of a high school in a section of nearly similar means in any part of the province, or when the trustees fail to make satisfactory provision for the effective teaching of any subject in the prescribed course of study, or for the health or comfort of the students, or of the common school pupils within the section, it shall be the duty of the superintendent to report the same to the Council. If, in case the Council notifies the trustees or commissioners of the defect reported, and within reasonable time the defects are not remedied, then the academy shall forfeit its claim to public grants until such time as the improvements required are made.

Reg. 16. The county academy entrance examination papers may be sent by the Superintendent of Education to the principals of high schools making application for them, under exactly the same conditions and obligations as to the principals of academies with respect to the conducting, reporting and certifying of the examination. But the successful candidates shall not be entitled to "academic certificates," although they shall be entitled to enrolment in the register as high school students.

Reg. 17. The schools entitled to employ a class A teacher under section 37 of the statute shall comprise at least two departments, each in charge of a separate teacher, shall be regularly graded according to prescribed course of study, and shall maintain in the principal's department a certified average of at least ten pupils regularly pursuing the studies of the prescribed high school course.

A class A teacher being a subordinate teacher, in order to draw the provincial grant under the said section 37 of the statute, must be certified by the inspector as being employed in doing regular high school work with a daily average attendance of at least twenty high school pupils.

It is also provided that in all cases the inspector of schools shall certify that the equipment and management of these schools are such as to warrant the payment of the special grant.

Any class A teacher proposing to claim the provincial grants under this regulation shall within three weeks of the opening of the school notify the inspector of the district in writing of his intention to qualify for such claim, and endorse his claim on his "return."

APPENDIX E.

REGULATIONS OF THE COUNCIL OF PUBLIC INSTRUCTION REFERRING TO "COMMON" SCHOOL BUILDINGS.

School Accommodation.

The school house with its grounds is a very true index of the general public spirit and intelligence of the school section. Being the common centre of habitation for a large portion of the day of that part of every family naturally drawing forth the deepest emotions of affection and interest, the character of the school house and its environment must substantially reflect the sentiment of the community. Here we should expect to see the accumulation of efforts constantly made from year to year, embellishing grounds at first selected for their convenience, salubrity and beauty of position, and adding to the useful apparatus and general equipment of the school room, originally constructed with a view to healthy, physical, intellectual and moral development. When the people have reason to be proud of their school house, it may bear on its front the name of the school and the year of its erection. The following directions are intended more particularly for rural schools, as in the towns the custom has already been established by trustees and school commissioners of examining the most modern improvements before proceeding to build :

[1.] *School Sites.* In selecting the site for a school house, the trustees should see that the following conditions are fulfilled as far as possible, and that the sanction of the inspector is secured in writing before any contract whatever is entered upon. (*a*) The situation should be the most accessible to the majority of the people of the section. (*b*) It should be from 50 to 150 feet from any public highway, and should be far removed from railroads, mills, factories, taverns, noisy surroundings, stagnant pools, swamps, or noxious effluvia from any source. (*c*) It should have a dry, airy position, with a gentle slope and southern exposure if possible, and command as attractive a prospect as natural facilities will permit.

[2.] *School Grounds.* (*a*) In rural sections the ground should contain, when convenient, *one* acre, never less than *half* an acre ; in thickly peopled localities, or villages, a *half* an acre or more, but never less than *one-third* ; and in towns never less than *one-quarter*, if possible. (*b*) The form should be, perhaps, more than twice as long as broad, in order to furnish proper separate playgrounds for the boys and girls. (*c*) It should be properly levelled, drained when necessary, neatly fenced around, ornamented with desirable shade trees, which should neither interfere with the play grounds nor the light of the school room. (*d*) Clean water, free from the suspicion of taint from surface drainage or other impurities, should be within easy reach of the school house.

[3.] *School Houses.* (*a*) For a rural section not likely to have more than 30 pupils for twenty years to come, the school house should have the following *inside* measurements : Width 23 feet, length 31 feet (hall 6 feet, teacher's platform 5 feet, clear space 4 feet, seats and desks 13 feet, clear space 3 feet), and 11 to 12 feet high.

(*b*) For a section with 42 pupils : Width 24 feet, length 36 feet (hall 6 feet, platform 5 feet, space 4 feet, seats and desks 18 feet, space 3 feet) and height 12 to 13 feet.

(*c*) For a section with 54 pupils : Width 25 feet, length 41 feet (hall 6 feet, platform 5 feet, space 4 feet, seats and desks, 23 feet, space 3 feet), and height 13 to 14 feet.

(*d*) For a section with a greater number of pupils, there should be, as required by the statute a separate class room, large enough to be converted into a primary department of a graded school should the attendance increase.

(*e*) When a building is situated with its length north and south, the entrance doors can be at the south end, the teacher's platform next the entrance hall, the stove at the north end, so that on cold, windy days the heated air may drift through the whole room ; the light coming principally from the east will obviate the glare of the midday sun, and the maps can be hung on the north wall to secure their proper orientation in the minds of the pupils (a very important matter), the west wall being used temporarily for maps when the convenience of teaching requires it.

(*f*) School houses with several departments should be so planned as to admit of extension without interfering with the principles of proper lighting of the rooms, etc., as elsewhere directed, and should not be more than two stories in height, exclusive of the basement, which should be airy and well lighted for a play room, and of the attic which might be utilised as a general assembly room.

[4.] *Lighting, Ventilation and Warming.* (*a*) The windows should be principally on the left of the pupils. There may be two behind them, but none in front of them or on the right. The front and right can be utilised for an unbroken blackboard, which should reach to within two and a half feet of the floor, and have a width of five feet, the upper portion being useful for the more permanent illustrations.

(*b*) The lower window sill should be at least *four* feet from the floor, and the top of the window as near the ceiling as possible. The left wall above the four foot line should be about one-half glass.

(*c*) The upper part of each window should be a transom, hinged below, or the upper sash should be hung on pulleys, as well as the lower for ventilation purposes.

(*d*) The size of a school room is determined by the greatest number of pupils it is intended to hold, 200 cubic feet of air being required for each. When the room is full of pupils this air should be entirely changed at least two or three times every hour. In some of the more expensively ventilated school buildings in the province, the air is warmed and changed every ten minutes.

(*e*) In rural sections where economy has to be carefully considered, a *large* stove surrounded by a sheet metal jacket closely fitted to the floor and around the door, separated from the rest of the stove by an air space, and rising up over three feet and nearly to the top of the stove, makes an excellent ventilating and warming furnace. Underneath the stove and shut off from the schoolroom by the jacket should be a large opening for the admission of pure, fresh air through a large tin pipe or air-tight wooden funnel running underneath the floor and through the foundation, then turning up and terminating at least six or eight feet above the ground on the side of the house, the entrance to the funnel being lateral and covered with a grating to prevent the throwing of anything into it. The stove should be two or three times larger than one necessary to warm the room without such an air draught. The stove, when practicable being at the north end of the room and opposite the teacher's desk, should have its pipe traverse the room at least 9 or 10 feet above the floor into the flue. The average temperature, 6 inches from the floor, should be 65° Fahrenheit (over 18° Centigrade). In a cold day the air cannot be kept pure without fresh incoming air, and this cannot be warmed without a very large expenditure of heat, necessitating a large stove and plenty of fuel. In such schools where in-going and out-going currents of air cannot be maintained as in the more expensive ventilating systems, the windows should be thrown open at every recess, and when physical exercise is being taken. The evil effects of impure air are so insidious and unobservable that even cautious teachers are apt to allow very serious injury to be inflicted on the general health of the school without being aware of it.

[5.] *Seating.* (*a*) The best arrangement for seating is that of single desks and seats adjustable to the sizes of the pupils. Next come single desks and seats of assorted sizes. But where economy is desirable, double desks and seats of no more than five assorted sizes serve very well, especially when, as in some patent forms, each seat moves automatically as the pupil sits or stands, so as to give the fullest freedom in standing.

(*b*) The seats should be arranged in three rows facing a wall (the south end when practicable) in which there are no windows, the light falling principally from the left and above. There should be a space of 4 feet between the front row and the teacher's platform, with at least 3 feet between the seats and the walls. The aisles should not be less than 2½ feet. In the schoolroom [3.] (*a*), about 13 feet will be occupied by five ranks of desks and seats, three in each rank, each rank on an average requiring about 2½ feet. In [3.] (*b*), about 18 feet in depth will be occupied by seven ranks, three in a rank. And in [3] (*c*), about 23 feet in depth will be occupied by nine ranks of double desks and seats, three in each rank.

(*c*) Dimensions of the five sizes of double desks and seats :—

Size.	Age of Pupil.	Height of Seat.	Desks.		Width	Space between Desks and Seats.
			Height of side next Pupil.	Length.		
No. 1	5—7	11½ in.	21 in.	36 in.	12 in.	Edge of desk almost
„ 2	7—9	12½ „	22½ „	39 „	13 „	directly above edge
„ 3	9—11	13½ „	24 „	42 „	14 „	of seat.
„ 4	11—14	15 „	26 „	45 „	15 „	
„ 5	14—16	16 „	27 „	48 „	16 „	

(*d*) For the average rural school the following might be a good arrangement and distribution of the seats and desks : Front half of row on pupils' right (next the blackboard side), No. 1 seats ; back half, No. 2 seats ; central row, No. 4 seats ; front half of row on pupils' left (next the light side), No. 4 seats ; back half, No. 5 seats. The older pupils using the text books with smaller print would by this arrangement have the best light. Another plan is to have the seats arranged in ranks according to size, the smallest being in front, the largest farthest back.

[6.] *Outhouses.* (*a*) It is required that separate and comfortable outhouses be provided, and kept in good sanitary condition, for the use of pupils of different sexes.

(*b*) A high and perfectly tight board fence should extend from the rear of the school house to near the rear of the grounds, on each side of which should be placed one of the houses. Their approaches should be protected by a suitable screen or hedge.

(*c*) Each should be supplied with a well-cemented vault, so placed as to be easily cleaned, and a quantity of dry loamy earth or ground gypsum for daily use as absorbents, and care should be taken to exclude the rain or surface water from the vault.

(*d*) The night soil should be removed as early as possible in the spring, at the beginning of the summer holidays, and before the frost of winter sets in ; and the houses should be regularly washed every week, and during warm weather or the appearance of an epidemic should be frequently

disinfected with the chloride of lime, sulphate of iron, or other convenient disinfectant.

(*e*) The doors should be provided with good locks, the plaster should be finished rough, and the paint should be heavily sanded so as to offer no temptation to the use of the pencil, and all offensive odours should be kept repressed by the use of absorbents or disinfectants.

(*f*) The foregoing are the minimum requirements for rural sections. In villages and towns, more expensive and thorough systems compatible with the facilities of the locality are demanded.

[7.] *School Equipment.* (*a*) Every school must have the prescribed registers carefully preserved, and should have such books of reference as may be recommended by the Council of Public Instruction, including a dictionary. In addition there should be maps of the Province, Dominion and the hemispheres, a terrestrial globe, wall cards, colour charts, music chart (modulator), ball frame, clock, hand bell, thermometer, blocks of geometrical solids, the common and the metric standards of weights and measures, and a box of coloured crayons for special blackboard illustrations.

(*b*) Every school should have a blackboard, five feet wide and two and a half feet from the floor, around the room, especially to the front and right of the pupils when the lighting is as previously recommended. At the lower edge there should be a concave shelf two or three inches wide for holding the chalk and brushes. *Brushes* can be made very cheaply as follows: Take a piece of light wood, not over six inches in length, two in breadth and one in thickness, trim it, making a groove along the two edges for the fingers. To the face glue a piece of half inch saddle cloth for the erasing surface, and it is complete. A number of these should be in each school room to facilitate class work on the blackboard. *Blackboards* should be plastered down on laths nailed to a *solid* backing of boards, and should be composed largely of plaster of Paris, the surface being made very hard and smooth before applying the first coat of colour. Liquid slating, sold in cans, is very convenient for this latter purpose. Chrome green in liquid slating, containing fine emery flour, gives a green shade, which is considered by some more agreeable than dead black.

(*c*) In addition to the above requirements, advanced rural schools should be provided with maps of the continents, collections of the natural history of the locality, and some apparatus for the practical teaching of all the subjects of the prescribed course of study required to be taught in the school.

(*d*) In graded common schools the lower departments should be furnished in addition to (*a*) and (*b*) with a more extensive assortment of objects and pictures for object lessons, common and metric weights and measures, with a pair of small scales, and collections of local natural history objects.

(*e*) In graded common schools the higher departments should show a similar but more advanced adaptation to the work of their grades of the prescribed course of study leading up to that of the high school.

(*f*) In mixed or partial high school departments as far as possible, but especially in pure high school departments, in addition to the principal requirements of common schools, there should be full sets of ancient and physical maps, historical charts, physiological diagrams both vegetable and animal, celestial globe, gazetteer, classical dictionary, adequate apparatus and facilities for the practical study of chemistry, mineralogy, physics, surveying and navigation, botany, zoology and geology, so far as the high school course of study is pursued; and to aid the practical study of the latter subjects, a museum containing scientifically classified specimens of all the local species of each natural history department should be started and kept growing until it becomes as complete as possible.

APPENDIX F.

REGULATIONS OF THE COUNCIL OF PUBLIC INSTRUCTION ON THE LICENSING OF TEACHERS AND THEIR PROFESSIONAL QUALIFICATIONS.

COMMENT.

No person can, under any circumstances, be a teacher in a public school ntitled to draw public money on his or her account without a License from the Council of Public Instruction. Before obtaining such a license a candidate must obtain, first, a certificate of the prescribed GRADE of scholarship at the Provincial High School Examination ; second, the prescribed certificate of professional RANK as a teacher either from the Provincial M. P. Q. Examination or the Provincial Normal School, and third, the prescribed certificate of age and character from a Minister of Religion or two Justices of the Peace. The value of a License is distinguished by the term CLASS, of scholarship by the term GRADE, of professional skill by the term RANK. The following collocation of the terms used will help to explain their significance and relation :—

Generally,

——	(1) Scholarship.	(2) Normal Prof. Skill.	(3) Age & Character
Class A (cl & sc) requires	Grade A (cl and sc).....	Academic Rank	20 years, &c.
Class A (cl) "	Grade A (cl)	Academic Rank	20 years, &c.
Class (A sc) "	Grade A (sc)	Academic Rank	20 years, &c.
Class B "	Grade B	First Rank.....	18 years, &c.
Class C "	Grade C	Second Rank.....	17 years, &c.
Class D "	Grade D	Third Rank	16 years, &c.

No certificate, combination of certificates, nor any other qualification except the possession of a lawfully procured License, gives a person authority to teach under the law in a public school. The Regulations governing the issuance of Licenses are as follows :

Reg. 1. The permanent Licenses of Public School Teachers shall be under the SEAL of the Council of Public Instruction, signed by the Secretary of the Council, shall be valid for the whole Province during the good behaviour of the holder, and shall be granted on the fulfilment of the three conditions more fully specified in the succeeding Regulations, namely : the presentation of the prescribed proof of (1) age and character, (2) scholarship, and (3) professional skill.

[After the year 1898 no License except that of Class D (provisional) shall be granted to any candidate without graduation of the required Rank from the Provincial Normal School, who has not made at least thirty-three per cent. on each imperative subject of the High School Course of Study up to and including the Grade corresponding to the Class applied for.

Thirty-three per cent. or more, on the subjects of a higher Grade will be taken as the equivalent of the "teachers' pass" on the same subject in any lower Grade. The following subjects are not repeated in the Grade next above : "Science" of Grade D, "Chemistry," "Drawing and Bookkeeping" of Grade C. They are represented in and will be covered by the "teachers' pass" of thirty-three per cent. on the corresponding subjects of Grade A, except "Drawing and Book-keeping."]

Reg. 2. There shall be four Classes of such Licenses, which may be designated as follows :

Class A (cl and sc), A (cl) or A (sc)—Academic (classical and scientific) Academic (classical) or Academic (scientific).

Class B—First Class.

Class C—Second Class.

Class D—Third Class.

Reg. 3. The certificate of professional qualification or skill shall be (a) the normal, academic, first, second, or third RANK classification by the Normal School, or (b) the minimum (which shall rank one degree lower than the normal), and shall be the first, second, or third rank pass on the following papers written on the Saturday of the Provincial Examination week: (1) School Law and Management, value 100; (2) Theory and Practice of Teaching, value 100; and (3) Hygiene and Temperance, value 100. First rank pass: an aggregate of 200 with no paper below 40. Second rank pass: 150 with no paper below 30. Third rank pass: 100 with no paper below 20.

Reg. 4. The Provincial Normal School at Truro is recognised as the appropriate source of certificates of professional qualification for public school teachers; but the certificates of other Normal or teachers' training schools whose curricula may be satisfactorily shown to the Council to be at least the equivalent of those of the Provincial Norman School, may be accepted when qualified by the addition of the two following conditions: (a) a pass certificate of the Provincial "minimum" professional qualification examination of the corresponding rank, and (b) a certificate of a Public School Inspector, before whom or under whose supervision the candidate has demonstrated his or her qualifications for the Class of License sought by the test of actual teaching for a sufficient period.

Reg. 5. The prescribed certificate of age and character is given in the following blank form of application for License, which will be supplied to candidates by the Education Department, through the Inspectors or the Principal of the Normal School:

FORM OF APPLICATION FOR A TEACHER'S LICENSE.

To.....

Inspector of Schools, District No. ....., Nova Scotia.

I hereby beg leave through you to make application to the Council of Public Instruction for a Teacher's License of Class....., and herewith I present evidence of compliance with the conditions prescribed, namely:

I. The prescribed certificate of age and character hereto attached, which I affirm to be true.

II. My High School certificate of grade.....obtained at..... ..... Examination Station as No....., in the year 189... (Further information below.)

III. My certificate of professional qualification of .... Rank, No. ..... obtained at .....in the month of..... 189....

(Name in full).....

(Post Office Address).....

(County).....

Certificate of Age and Character.

I, the undersigned, after due inquiry and a sufficient knowledge of the character of the above-named candidate for a Teacher's License, do hereby certify :—

That I believe the said candidate..... (name in full), was born on the.....day of ....., in the year..... ; and

That I believe the moral character of the said candidate is good, and such as to justify the Council of Public Instruction in assuming that the said candidate will be disposed as a teacher "to inculcate by precept and example a respect for religion and the principles of Christian morality, and the highest regard for truth, justice, love of country, loyalty, humanity, benevolence, sobriety, industry, frugality, chastity, temperance, and all other virtues."

.....(Name and title).
.....(Church or Parish).
.....(P. O. Address).

When the certificate given above is signed by "two Justices of the Peace," instead of a "Minister of Religion," the word "I" should be changed by the pen into "we," and after the signature on the second line the words "Church or Parish" may be cancelled by a stroke of the pen.

The correct quotation of the High School certificate in the application form given above, II., will be considered as equivalent to its presentation.

The correct quotation of the Provincial M. P. Q. Certificate or the Provincial Normal School Diploma in the application form above, III., will be considered as equivalent to its presentation.

Any certificate from Normal Schools, etc., which are not regularly recorded in the Education Office, must accompany this application as evidence of the correctness of the quotation.

Further Information from Applicant.

1. Class of license already held....., No. ....., year ....

2. University Degrees, Scholarship, Professional training, experience, or any other information candidate may wish to state, if any :

.....
.....

3. Provincial High School Examinations taken in addition to that specified in II. above :—

On Grade A syllabus at Examination Station.....,No....., year .....
" B " " ....., " ....., " .....
" C " " ....., " ....., " .....
" D " " ....., " ....., " .....

General or Special Endorsation or Remarks by Inspector (or Principal of Normal School).

.....
.....
.....
....., Inspector.

Place and date.....

Reg. 6. For an Academic or Class A License the three conditions are — (1.) A certificate signed by a Minister of Religion or two Justices of the Peace, as in the preceding form, to the effect that the candidate is of the full age of twenty years, and capable of fulfilling the duties specially mentioned in the statute. (2.) A pass certificate of the Grade A High School examination. (3.) A certificate of Academic first rank professional qualification from a Normal School [for which may be substituted a Provincial Grade A (cl & sc), with a first rank M. P. Q. (with no paper below 50), and at least one year's successful service as a *first* class teacher in a superior school, evidenced by the high testimonials of the Inspector and others having cognizance of the same, to the satisfaction of the Superintendent of Education.]

Reg. 7. For a First Class or B License the three conditions are :—(1.) A certificate of the full age of eighteen years and moral character as in the foregoing Regulation. (2.) A pass certificate of the Grade B High School examination. (3.) A certificate of first rank professional qualification from a Normal School, or a pass certificate of the Grade A High School examination with the first rank minimum professional qualification.

Reg 8. For a Second Class or C License the three conditions are :—(1.) A certificate of the full age of seventeen years and moral character as in the foregoing Regulation. (2.) A pass certificate of the Grade C High School examination. (3.) A certificate of second rank professional qualification from a Normal School or a pass certificate of the Grade B High School examination with the second rank minimum professional qualification.

Reg. 9. For a Third Class or D License the three conditions are :—(1.) A certificate of the full age of sixteen years and moral character as in the foregoing Regulation. (2.) A pass certificate of the Grade D High School examination. (3.) A certificate of third rank professional qualification from a Normal School or a pass certificate of the Grade C High School examination with the third rank minimum professional qualification.

TEMPORARY LICENSE.

Reg. 10. A Third Class (provisional) or D (prov.) License, valid only for one year, shall be granted on the regular application when the following conditions are fulfilled :—(1) A certificate of age and moral character as in the foregoing Regulation. (2) A pass certificate of the Grade D as in the foregoing Regulation. (3) The third rank minimum professional qualification. Such a License can be renewed for another year on condition that the candidate has demonstrated an advance in his qualifications by his record at a subsequent Provincial Examination.

SYLLABUS OF M. P. Q. EXAMINATION.

Reg. 11. The questions set in the minimum professional qualification examination paper shall be within the limits indicated by the books recommended by the Council of Public Instruction, and shall be as follows :—

School Law and School Management.—(*a*) To be familiar with the Acts relating to Public Schools in Nova Scotia and Regulations of the Council of Public Instruction as appearing in the *Journal of Education* from time to time, particularly those portions bearing on the relations and duties of teachers and on the organisation and operation of all grades of Public Schools.

(*b*) To understand thoroughly the principles of school organisation, the principles and methods of classification, the proper correlation and sequence of studies, the true aim and right modes of discipline, and the proper condition for securing the moral and physical well-being of pupils.

(*c*) To be familiar with the history of leading Educational Reformers and their systems.

Theory and Practice of Teaching. (*a*) To have an understanding of the fundamental laws of the human mind in their relation to the science and art of education generally, including the principles and practice of vocal music.

(*b*) To practically apply the principles thus derived to the teaching of particular subjects, especially those embraced in the Common and High School courses of study.

Hygiene and Temperance. (*a*) Hygiene as in recommended or prescribed books with special reference to school room, school premises, and the health of pupils. (*b*) Temperance as in recommended or prescribed books with special reference to requirements of the school law.

PROVINCIAL NORMAL SCHOOL.

Introductory.

The object of the Provincial Normal School is the professional training of teachers for service in the public schools of Nova Scotia. While attendance is not compulsory, yet the importance and value of professional training are such as to justify the Council of Public Instruction in ranking all licences to be hereafter awarded one grade below that indicated by the scholarship certificate in the case of candidates not possessing such training.

The Institution is centrally located in the town of Truro, and, in order to make it equally accessible from all points of the province, students duly qualified for admission, whose homes are not less than ten miles from Truro, are allowed travelling expenses at the rate of five cents per mile going and returning.

The Provincial School of Agriculture, about a mile distant, is affiliated with the Normal School for the purpose of securing to Normal School Students practical instruction in microscopy, chemistry, and biology etc.

Course of Study.

When entering on a course of study, students will be required to present a Provincial License or the Provincial High School Certificate corresponding to the rank of Diploma for which they are to compete.

The work of the normal school is chiefly of a professional character, including the study of Educational principles and Model School practice. Students are required to review the various subjects of the course of study from a professional standpoint, for the purpose of discovering their historic development in the mind of the child, noting their correlation, their educational values as means of mental discipline, and the mode of treatment or presentation required in order to secure to the learner both knowledge and power.

It will at the same time be the constant aim of the Institution to round out and enrich the scholarship of its students, endeavouring to inspire them with higher ideals and stimulate them to effort for higher attainment in knowledge. To this end it will require of them some advanced work, especially in the critical study of literature, and in laboratory work in natural science.

The course, modified in adaptation to the different classes, includes the following:

1. Psychology, General Principles of Pedagogy.
2. History of Education, application of the principles of method to the various subjects of the School Course.
3. Drawing and Calisthenics.
4. Vocal Music.
5. Natural History and Science.
6. Manual Training.
7. Observation and Practice in the Model School.

Psychology and General Principles of Pedagogy.

While text-books will form a general guide in these subjects, the utmost freedom will be exercised in dealing with the matter they present. Topics will be examined in such a way as to elicit thought. It will be the aim to secure this end by introspection, by studying child-nature, and by comparing the views of different authors. Leading topics to be considered are :—

Perception, Reproduction, Conception, Apperception, Attention, Interest, Association, Thinking, Expression of Ideas, the Feelings, the Will, Character. The systematic study of the child's mental character and growth will be encouraged.

It will be the endeavour to show that right methods of teaching and sound maxims of school management are based on Psychological principles.

The scope and character of education, educational agencies, function of the school, correlation of studies, and educational values of different studies will be considered.

Text-Books :—Halleck's Psychology, Lindner's Psychology, James' Psychology, Calkin's Notes on Education, Compayré's Pedagogy, De Garmo's Essentials of Method, and McMurry's General Method.

History of Education.

This course consists of lectures, recitations on the history of education, and essays on educational topics. The students will be directed in studying the growth and relations of educational systems, with special attention to the trend of education at the present time.

Text-Books :—

A Class.—*Compayré's History of Education.*

B Class.—*Quick's Educational Reformers.*

C Class.—*Hall's Outline History of Education.*

Geography, History, Civics, and Language.

This course consists of lectures and text-book work.

It will be the design in this work to base method on psychological principles.

Some attention will be given to the historical development of subjects, relative values, and concentration of studies.

A written outline of the lessons taught by the student based on these principles will afford a practical application of this work.

Mathematics and Physics.

The following is an incomplete outline of the scope of the work in this department.

A review of the subjects of the various classes, special attention being given to the rationale of processes.

Development of the idea of number—the decimal system of notation examined and compared with other systems.

Units of weight, measure, time, etc.—their origin—comparison of systems and formulæ deduced therefrom, with methods of development—excellence of the metric system illustrated.

Division of subjects into topics and sub-topics, related groups of topics compared—logical articulation traced out.

When to use the Analytic method of presentation—when the Synthetic—why ? Progress from the concrete to the abstract—from the Simple to the Complex.

Practical utility of Mathematical studies to go hand in hand with intellectual discipline. The framing and solving of problems arising out of the affairs of every day life.

A short course in mathematical drawing, including both lines and orthographic projection. (Text-book : Mathematical Drawing by Linus Faunce, seventh edition.)

Object teaching in mathematical studies—when and how to use it.

The assignment, preparation, and recitation of lessons—what to aim at and what to avoid.

Examinations—their frequency and character. Preparation of examination questions.

Motives to be appealed to in pupils, and how to awaken them. Natural aptitudes of pupils to be turned to best account.

The management of classes studying the same branches in different grades of a miscellaneous school.

Sense-perceptions—their training and relation to studies in Physics.

Order and accuracy in conducting observations and experiments in Physics of paramount importance. The use of diagrams and drawings to illustrate thought and to develop faculty of imagination.

The use and adjustment of angular instruments. Practical work in field, including Surveying and Levelling.

Tabulation of results of experiments, with deductions therefrom.

The aim throughout will be to give prominence to such methods as are best calculated to stimulate inquiry and arouse mental energy.

Natural Science at School of Agriculture.

The course for Normal School students in the natural sciences at the School of Agriculture will embrace the following sciences :—Chemistry, Botany, General Biology, Entomology, Anatomy, and Physiology (human).

The course will be arranged so that each pupil will be able to review or continue the sciences he may have previously studied, and also receive an introduction to the study of the sciences of the next higher grade.

It will comprise laboratory or field work, accompanied with Reviews, Recitations, and Essays.

Options, subject to the approval of the Faculty, from the sciences named above, will be allowed students of the advanced classes.

Students taking laboratory work will be required to deposit with the Principal of the School of Agriculture at the commencement of the term a small sum of money to cover breakage of apparatus and cost of chemicals. Any balance of deposit will be returned at the close of term.

Drawing.

Form study and modelling in Clay, Freehand Drawing, Model and Object Drawing, Shaded Drawing from the Round, Colour, Principles and Practice of Decorative Design, History of Art, Geometrical Drawing, Perspective, Preparation of Working Drawings to scale, and Methods in Teaching Drawing.

Singing, Reading, and Vocal Culture.

Singing.—This course consists of a study of the *Tonic Sol-fa* system of sight singing, and its application to the needs of all public schools ; also a comparison of the Tonic Sol-Fa and staff notation.

Reading and Vocal Culture.—The aim in this department is to cultivate a clear and natural mode of expression. Attention is given to correct breathing, proper placing of the voice, distinct and definite enunciation, correct emphasis and inflection, literary analysis, and intelligent interpretation of an author. Books used :—Vol. I. Evolution of Expression, with its application to the Readers used in the public schools.

Department of Manual Training and Science.

This department is well equipped for practical work in its various subjects. The Manual Training room is fitted with model work benches, complete sets of wood-working tools, and drawing boards. The main

purpose of the shop work is not so much the making of useful things as the training of mind, eye, and hand. The students do all their work in wood from their own drawings, so that the hand is trained to execute the purposes of the mind, and the object made is an expression of the mental image.

In Chemistry, while a text-book is taken as a general guide, the "laboratory method" of experimentation and original work by the student is demanded. Accuracy in observation, skill in manipulation, and general neatness are cultivated. Careful and complete notes of all work done are required.

In Mineralogy each student studies a set of typical specimens of native minerals, and applies the more simple tests for their various properties. Descriptions based on the results of the student's observation, together with such aditional information as to the formation, occurrence, etc., as can be obtained by supplementary reading, are recorded in note-books, which thus form elementary local text-books.

In all the work throughout the department special stress is laid on the pedagogics of the subject. The student is guided along the course which he is expected to follow as a teacher, and in his teaching in the Model School he is trained in the practical application of this method. In the subjects discussed regard is had to the course of study with the view of making the students familiar with its requirements.

The text-books used are Crosby's Common Minerals and Rocks, Clapp's Observation Lessons on Minerals, Williams's Introduction to Chemistry, and J. D. Dana's Manual of Mineralogy.

Model School.

The Model School includes two departments, comprising the eight grades of the Common Schools. Students under training visit the Model School for observation and practice. Throughout the term they are required to teach classes under the supervision of the different members of the Faculty and the Model School teachers. Thus with the aid of criticism and suggestion, they are trained in the practical application of pedagogical principles inculcated in the lecture-room.

Kindergarten.

A well equipped Kindergarten under the management of a special committee, is provided with accommodation in the Normal School Building, and has such general affiliation with the Institution that the Normal School Students have opportunity of observing the application of the principles and methods of Froebel's system of child training; and the students under training as Kintergartenere are admitted to the classes in psychology and history of education in the Normal School.

Text Books.

Halleck's Psychology, Lindner's Pyschology, James' Pyschology, Calkin's Notes on Education, Compayré's History of Education, Compayré's Pedagogy, Quick's Educational Reformers, Hall's Outline History of Education, McMurray's General Method, De Garmo's Essentials of Method.

The library is well supplied with the leading pedagogical works which the students are required to use for reference.

In the exemplication of method and in Model School practice the authorised text books for the Public Schools of the province will be used in the various subjects which they represent.

The Library.

The Library contains about 1,500 volumes, selected chiefly for their fitness to aid students and teachers in the special work of the Institution. It com-

prises the most important pedagogical works in the English language, including educational books, reviews, and magazines. In addition to many other valuable works that have been added during the year, special mention may be made of the Century Dictionary, in six volumes.

Expenses.

1. Board can be obtained at prices varying from $2.25 to $3.00 per week.
2. Travelling expenses will be paid to students at the rate of 5 cents per mile to and from the Institution, at the end of the session, provided the distance is not less than ten miles.

The Alumni Association.

All former students of Normal School, teachers of three years' experience and all school officials are eligible to membership.

THE

SYSTEM OF EDUCATION

IN

NEW BRUNSWICK, CANADA.

I. Primary Education:
Brief Historical Sketch - - - - - - 336
"Boarding Around" System - - - - - 336
Assessment System - - - - - - 337
Common Schools Act, 1871 - - - - - 337
Central Administration - - - - - - 337
Local Administration - - - - - - - 337
Finance - - - - - - - - - 338
Salaries of Teachers - - - - - - 339
School Attendance - - - - - - - 339
Course of Study - - - - - - - 340
Manual Training and Needlework - - - - 340
Instruction in Religion and Morals - - - - 340
Training of Teachers - - - - - - 340
School Inspection - - - - - - - 341
Teachers' Institutes - - - - - - - 341

II. Secondary Education - - - - - - - 341

III. University Education - - - - - - 342

IV. Technical and Agricultural Education - - 342

V. Industrial Schools and Reformatories - - - 342

VI. Schools for the Deaf and Dumb and the Blind 342

VII. General Results - - - - - - - - 342

Supplementary Notes.
(i) University Education - - - - - - 344
(ii) Government Training Farm - - - - - 34
(iii) Provincial Dairy School - - - - - - 346

Appendix. Educational Statistics, 1889–1899 - - - 347

Since the receipt of this Report, which was prepared in 1898, the statist have been amended in accordance with the latest available tables.

THE SYSTEM OF EDUCATION IN NEW BRUNSWICK, CANADA.

I. Primary Education.

Brief Historical Sketch.

When in 1874 New Brunswick became a separate province, it had no large towns, and the rural districts were very sparsely settled. The homes of the pioneers were connected by rough forest roads or foot-paths. The settlers had to work hard for long hours. Their means were small and often their stock of learning slender. Under such conditions general illiteracy must soon have prevailed had not the Government come to the aid of the people. At first the legislative grants were small, nothing further being contemplated than the instruction of the young in reading and writing and perhaps the elements of arithmetic.

Still, parents who had enjoyed good educational advantages in their youth found their children growing up around them with no school within reach. In such cases the father and mother, in intervals stolen from the laborious duties of life on a new farm, usually found time to teach their children how to read and write, but seldom to raise them to their own standard of intelligence and culture. And many, the children of negligent or ignorant parents, were allowed to grow up quite illiterate.

The Legislature, however, gradually became more generous in its grants, until the annual allowance to teachers holding the several classes of licence had reached the following figures:—

	Male Teachers.	Female Teachers.
1st class - - - - -	$150.00	$110.00
2nd class - - - -	120.00	90.00
3rd class - - - -	90.00	70.00

The class of licence held depended upon the scholarly attainments of the candidate.

"Boarding Around" System

Very often, in the rural districts, the teacher received but little remuneration, save board and lodging, in addition to this provincial grant. In the more populous localities the practice of "boarding around" prevailed. The teacher in search of employment, having first obtained the permission of the school committee, set out to canvass the district for subscriptions. Each father or guardian was expected to subscribe so many "scholars" at so much per term or quarter, and in addition, to board and lodge the teacher for a term proportionate to the number of "scholars" subscribed. The custom of "boarding around" sometimes subjected the teacher to very trying experiences—at the best the accommodations and management of some of his temporary homes would be far from ideal; and, after all, having completed

his term of service, he had to make another round or more among his constituents to collect the small cash subscriptions.

In the towns and villages also, payment was made by voluntary subscriptions, but the teacher as a rule "boarded himself."

Assessment system.

This system, both in town and country, placed the financial burden mainly on the parents of large families and on the few public-spirited residents who were willing to contribute in proportion to their means. It is true that the Government on more than one occasion endeavoured to introduce the principle of general assessment, even offering a premium to any county, municipality, parish, or district which would support its schools in that way; but the assessment system made no headway against the opposition of that numerous and influential class whose sense of private ownership exceeds their public spirit.

In the early days of the Province, the rectors and missionaries of the Church of England were required to examine the public schools, and were accustomed to conduct religious exercises on the occasion of their visits; but, as the population increased the non-episcopal Protestant denominations and the Roman Catholics grew in numbers and influence. Persons, too, of any religious faith were allowed to qualify as teachers. In consequence the prestige of the English Church declined, and most of the schools receiving the Government grant became practically non-denominational.

The Common Schools Act

In 1869–70 a great educational wave passed over the Province, which resulted in the passage of the present law, the "Common Schools Act, 1871." This act made local assessment for the support of schools compulsory, and provided for the free tuition of all children of school age.

Central Administration.

The central administrative power is invested in the Board of Education, which consists of the Governor, the members of the Executive Council, the Chancellor of the Provincial University, and the Chief Superintendent of Education. The Chief Superintendent is the secretary and chief executive officer of the Board. His position is understood to be non-political, professional fitness and executive ability being the sole qualifications. There have been three appointments under the present Act: Theodore H. Rand, D.C.L., who had successfully inaugurated the free schools system in Nova Scotia, was Chief Superintendent in New Brunswick from 1871 to 1883. He was succeeded by William Crocket, A.M., who had conducted the Provincial Normal School for over 12 years. In 1891 J.R. Inch, LL.D., President of Mount Allison University, was appointed to the position.

Local Administration.

For the local administration of the Common Schools Act, the Province is divided into school districts. Each of the cities and incorporated towns is constituted one district, and the parishes of the 16 counties are divided into districts, none of which should contain less than 50 children of school age unless the district is at least four square miles in extent.

Every school district has a board of school trustees. In cities and incorporated towns, the members of the school board are appointed for a term of three years, part by the Governor in Council and part by the City or Town Council. Two members of the board must be women. Any trustee may be reappointed

at the end of each term of three years. In the villages and rural districts, the school board consists of three trustees, elected by the ratepayers of the district at the annual school meeting. One trustee retires each year, but may be re-elected. The school meeting also determines, by vote, the amount which shall be assessed upon the district for the support of schools. Should the school meeting fail to provide the necessary means, the Board of Education may authorise the trustees to levy and collect a sufficient sum.

There is no school meeting in cities and incorporated towns. In them, the school board determines the amount to be assessed (subject to a maximum limitation fixed by law).

The trustees have the general management and oversight of the schools of the district. They select the teachers, engage them for a definite period, and, if they deem it best, may re-engage them. They may dismiss any teacher for immorality or gross neglect of duty. They may suspend or expel from the school any pupil addicted to vicious practices or who is persistently disobedient to the teacher.

Finance.

The funds for the support of schools are drawn from three sources, the Provincial Grant, the County School Fund, and the District Assessment.

Each teacher is paid from the Provincial Treasury a fixed amount per school year. This allowance depends partly on the class of licence held by the teacher, and partly on the grade of school in which he is employed and his position therein. The allowances given to teachers in the ordinary schools during recent years have been approximately as follows:—

Male Teachers.		Female Teachers.	
1st Class - -	$135.00	1st Class - -	$100.00
2nd „ - -	108.00	2nd „ - -	81.00
3rd „ - -	81.00	3rd „ - -	63.00

The allowance to teachers in poor districts is increased one-third. The Province also makes grants to poor districts for the erection of school buildings.

The Provincial expenditure for the school service during the year 1897, not including grants to school libraries and for the education of the deaf-mutes and the blind, amounted to $161,446. The total Provincial income for the same year was $745,202.59. It will be seen, therefore, that the Province expends a large proportion of its income in support of education. The Provincial expenditure on education during the year 1898 was $163,022, and the total Provincial income $1,254,348.

The County School Fund is provided for by an annual assessment upon the county sufficient to yield a sum equal to thirty cents per head of the population. It is distributed among the school districts of the county, in part according to the num-

ber of teachers employed and in part in proportion to the average attendance at school. This money must be applied by the trustees in payment of the salaries of teachers. Besides this, the counties contribute towards the education of deaf-mutes and the blind. The money for school purposes raised by county assessment during the year 1896–7, amounted to $94,421, and in 1899 to $90,857.

The local assessment in every district is applied in support of the schools of the district, in payment of teachers' salaries, partly in defraying the cost of school buildings, furniture, apparatus, repairs, fuel, and other necessary expenses.

The amount assessed upon the districts of the Province, for salaries, etc., during 1898 approximated to $340,000.00. The assessment is levied partly as a poll-tax of one dollar on each adult male resident and the balance upon property and income.

No tuition fees are charged for pupils whose parents or guardians reside in the district. In general parents provide their children with text-books; but in the case of persons in indigent circumstances, the trustees are empowered to supply the necessary text-books at the expense of the district.

The public schools are provided for quite independently of subscriptions or endowments; yet school boards may legally receive benefactions in aid of popular education. This form of generosity has not, however, been largely indulged in by our philanthropists.

Salaries of Teachers.

The average annual salaries from all sources, of the various classes of teachers, as shown by the returns for 1898, were:—

Grammar school teachers (principals) - -	$939.47
Superior school teachers (principals) - -	608.55
First class male teachers - - - -	463.99
Second „ „ „ - - - -	278.40
Third „ „ „ - - - -	224.25
First class female teachers - - -	309.03
Second „ „ „ - - - -	229.75
Third „ „ „ - - - -	187.65

In the first Term of 1898, 1,864 teachers were employed in the public schools, of whom 402 were males, and 1,462 females.

There is no provision made for pensioning teachers.

School Attendance.

The school laws of New Brunswick do not compel parents to send their children to school. When a pupil has been enrolled, however, he is expected to attend school regularly, and in case of absence or tardiness to present an excuse to the teacher from his parent or guardian.

The number of children enrolled in the public schools during the first term of 1898 was 63,333, which is about 20 per cent. of the total population. The average attendance for the Province is about 55 per cent. of the number enrolled. In the cities and towns the average is much higher than this, but lower in the country districts. The average cost per pupil per year is about 8.00 dollars.

Course of Study.

The course of study for the common schools includes reading and spelling, writing, arithmetic, grammar, geography, British and Canadian history, health lessons, lessons on nature, drawing, singing, and in the higher grades algebra, geometry, and Latin. Physical exercises are conducted by the teachers.

Manual Training and Needlework.

In 1900 a manual training school for boys and a manual training class for teachers were opened in Fredericton, all expenses (except the provision of a room) being defrayed out of the Macdonald Manual Training Fund. In some schools the girls are taught needlework. There are no cooking departments connected with the schools.

Instruction in Religion and Morals.

The school law explicitly declares that all schools conducted under its provisions are to be non-sectarian. No dogmatic religious teaching is allowed by the law or regulations. Practical Christianity, however, is encouraged. Every teacher is expected to maintain a deportment becoming an educator of the young. Any teacher guilty of immorality may be discharged by the trustees; and, if the charge be established, his licence will be cancelled by the Board of Education. The teacher is directed to strive diligently to inculcate the principles and encourage the practice of Christian morality, and to give instruction, as occasion may offer, concerning those virtues and habits which contribute to the happiness, effectiveness, and social fitness of the individual.

In addition, the teacher has the privilege of opening and closing the school by reading a portion of the Scripture (either from the common or Douay version), and repeating the Lord's Prayer. These religious exercises are purely voluntary, however, and no pupil can be required to be present at them contrary to the will of his parent or guardian. No religious Catechism may be used in the schools.

The law was vigorously opposed at first by the Roman Catholics on account of its undenominational character. Some concessions have since been made in the administration of the law, which have had the effect of rendering the system less distasteful to them. In most of the towns, the Roman Catholic children are grouped together in the same schools under teachers of their own faith. While subject, during the regular school time, to the regulations of the Board of Education as to religious teaching and the use of the prescribed text-books, this arrangement renders it possible for the teachers to instruct the pupils in the dogmas of their religion before or after the prescribed school hours.

In the villages generally, and in country places, the children of all faiths attend the district school, which is often taught by a Roman Catholic teacher. The clergy of all denominations are encouraged to visit the schools.

Training of Teachers.

Every teacher in the public schools must obtain some professional training at a recognised training or normal school before receiving a permanent licence. By far the greater number attend the Provincial Normal School, where all except third class candidates and college graduates are required to attend for at least one

year. The aim of this school is to acquaint the candidates with the best methods of teaching and school management, to instruct them in the principles and working details of the school system, and at the same time supply deficiencies in and supplement their general scholarship.

The attendance at the normal school for the year 1897–8 was 281. The candidates in attendance are all, or nearly all, natives of New Brunswick and come from all parts of the province. Their religious creeds are as various as those of the mass of the people, yet the utmost harmony prevails among them.

All candidates for Provincial licence to teach are required to pass the Government Examinations based upon the prescribed syllabus for the various classes of licence.

School Inspection.

For the purpose of inspectoral visitation and supervision the Province is divided into six inspectoral districts. One inspector is appointed to each district by the Board of Education. The inspectors are usually teachers of experience, and must be holders of grammar school licences.

Teachers' Institutes.

The regulations of the Board of Education provide for a system of annual gatherings for professional instruction and culture, called institutes; one for each county to continue for two days, and a general educational institute for the Province, whose sessions extend over a period of three days. These institutes are generally well attended and have done much to keep up the professional spirit and interest of the teachers.

II. Secondary Education.

Secondary Education.

There are three ranks of schools in the State system: ordinary common schools, superior schools, and grammar or high schools.

The superior schools are advanced common schools. The law permits one to every 6,000 inhabitants. The Provincial Grant to the principal, who must hold a "Superior School" licence, is $250 per year. The superior school is free to qualified pupils from any district in the parish in which it is located.

The grammar schools are, or are intended to be, secondary schools proper. Each county is entitled to one. During the last few years a marked improvement has taken place in the equipment and efficiency of the grammar schools and other high schools. The Provincial Grant to the teachers has been increased, and several fine High School buildings have been erected. The Province contributes $350 per year toward the salary of every teacher in a Grammar School who holds a "Grammar School" licence. The Grammar Schools are free to qualified pupils from any part of the county. The High Schools in some of the towns are quite equal to the Grammar Schools in staff and equipment.

The High School course is an extension upward of the common school course. Greek and French are added. Health lessons become physiology, and nature lessons develop into physical science and botany.

Private and Denominational Schools and Colleges.

Nearly all the elementary schools in the Province belong to the State system. A Madras school at St. John and another at Fredericton are controlled by the Church of England. The two commercial schools, one in each of the before-mentioned cities, are both conducted as private enterprises.

There are some denominational academies and boarding schools, but their attendance is small compared with that of the public Grammar and High Schools.

There are also two well-attended denominational colleges—Mount Allison College, at Sackville, under the control of the Methodists, and the Roman Catholic College, St. Joseph's, at Memramcook. The greater part of those who attend the denominational secondary schools and colleges received their early education in the Provincial common schools.

III. University Education.

University Education.

There is a Provincial university at Fredericton. It has a considerable endowment, and receives, besides, a grant of about $9,000 from the Provincial Treasury. A moderate tuition fee is paid by the students.

IV. Technical and Agricultural Education.

Technical and Agricultural Education.

Under this head mention should be made of the Government Training Farm, and of the Provincial Dairy School, particulars of which are given in Supplementary Notes to this Report. It may also be observed that the courses in nature study and physical science in the primary schools are, when taught in an earnest and practical way, a good preparation for technical work.

V. Industrial Schools and Reformatories.

Industrial Schools and Reformatories.

There is a reformatory near St. John, supported by Government, and two industrial schools in that city, one Roman Catholic and the other Protestant, supported by the gifts of the charitable.

VI. Schools for the Deaf and Dumb and the Blind.

Schools for the Deaf and Dumb and the Blind.

There is a school for the deaf and dumb at Fredericton. The Government has assisted in providing suitable buildings, and allows $60 per year from the County School Fund toward the support of each deaf and dumb person boarded and educated at the institute. This school also receives a special grant of $500 per annum from the Province.

There is no institution in the Province for the education of the blind, but the school for the blind at Halifax, in the adjoining province of Nova Scotia, is entitled to receive $75 per year from the Provincial Treasury, and an equal amount from the County School Fund, for each pupil from New Brunswick.

VII. General Results.

General results.

When we take a general view of the history of public education in New Brunswick, several tendencies may be observed arising in

the earlier or later past, and taking their course toward the present. Some of these are here enumerated.

Methods of teaching have received increased attention, especially in the direction of making the school work easier and more pleasant for the pupil.

The curriculum of the Common and High Schools, at first very simple and exclusive, has become more complex and comprehensive. Methods of school discipline have been greatly softened. Corporal punishment is now little used.

The number of women teachers relatively to the number of men has steadily risen. At present over three-fourths of the teachers are women. For the first term of 1898, the class and sex of the teachers were as follows:—

Male Teachers.		Female Teachers.	
Grammar School -	20		
1st class - -	153	1st class - - -	274
2nd „ - - -	118	2nd „ - - -	786
3rd „ - - -	108	3rd „ - - -	377
Assistants - -	3	Assistants - -	25
Total - -	402	Total - -	1,462

There has been a great improvement in public school buildings, especially in the cities and towns.

The qualification of teachers, both in regard to scholarship and professional training, has been advanced, and the tendency is still in this direction.

The annual increase in the number of schools, and the consequent increase in expenditure, has caused a movement towards the union of rural school districts with the object of establishing one central graded school in place of several separate ungraded schools. This will involve the making provision for the transportation to the school at public expense of children living at a distance. If this plan prove successful it will have a tendency to increase the efficiency of the schools and at the same time decrease the expenditure of maintaining them.

The principle of assessment upon the property of the country for the support of public schools has been almost universally accepted. In some districts there is still occasionally manifested a passive resistance which tends to retard the machinery of the law, but any attempt to repeal any of the essential features of the Free School Act would be defeated by an overwhelming majority of votes. There is still a difference of opinion in regard to the proper limits of the Free School Act. Some maintain that a merely elementary education is all that the country should provide free

of expense to the pupils; others would not only include secondary and collegiate schools in the free school class, but would provide at the public expense text-books for all pupils. There is but little doubt that a larger proportion of the cost of the schools will soon have to be borne by local taxation for the purpose of relieving to some extent the demand upon the Provincial revenues, nearly one-third of which is now expended for educational purposes.

J. BRITTAIN,
Instructor in the Provincial Normal School.

SUPPLEMENTARY NOTES.

(i).

The following are extracts from *Papers relating to University Education of Roman Catholics in certain Colonies. (Colonial Office Return, 1900. Cd. 115.)*

"In the Province of New Brunswick no State provision is made for the University education of any particular denomination or class. The Provincial University is open to Roman Catholics, as to all other citizens, upon equal terms."

"There are in the Province, besides the Provincial University, two colleges with University powers under charter from the Provincial Legislature; one of these is under the control of the Roman Catholic Church and the other of the Methodist Conference."

"These denominational institutions are maintained wholly by fees and private endowments, and receive no grants whatever from the Public Treasury."

(ii).

GOVERNMENT TRAINING FARM.

The following letter appeared in the *Times* for November 22 1900:—

"Sir,—I wish to call attention through the columns of *The Times* to a late move on the part of the Government of New Brunswick, Canada, which must impress one as a most practical plan in the direction of providing a young Englishman, Irishman, or Scotchman with an efficient training in agriculture that will fit him thoroughly for farming intelligently and with profit in the delightful colony mentioned.

"Heretofore, in the case of a boy who has but a small amount of capital at his disposal, not sufficient to enable him to begin life as a gentleman farmer in this country, but ample to make him at once practically independent in a province like New Brunswick, the various types of training at his disposal, whether in Great Britain or the colony itself, have

had their distinct disadvantages, which space will not allow me to enumerate, not the least of which has been the expense, and, in some cases, the inefficiency. It was the careful consideration of these and other such facts that led the Government of New Brunswick—the largest of the maritime provinces, that portion of Canada which bears the distinction of lying nearer Great Britain than any other important food-producing area of the Empire, and of which the resources, climate, and agricultural conditions are unexcelled in the world—to encourage the establishment of a training farm that would offer to boys and young men, especially of the class that come from the great English public schools, a thorough practical three years' training in agriculture without the payment of any fees whatever.

"This training farm has already been established and is in active operation. The gentleman in charge of it is an Englishman, Mr. A. W. Pratt, a graduate of Cambridge and of the Royal Agricultural College at Cirencester, the late headmaster of Tamworth. It is felt that, being a thorough agriculturist and an efficient teacher, and knowing the English schoolboy as he does, he is well fitted to make the plan most efficient in operation.

"The farm is designed to carry on all its work in the most practical manner, and to be throughout on a paying basis and thoroughly self-supporting; presenting all the conditions of a farm, as such, in practical operation. The boys will themselves do practically everything that is to be done, getting direct experience of stock raising, dairying, crop raising, marketing, and so forth. The farm is inspected from time to time by members of the Department of Agriculture of the New Brunswick Government, who see that only the most approved methods obtain. Though no fees for instruction are charged it is necessary to charge a small fee, from £30 to £40 for the first year only, when the boy is practically of no service. This fee is asked simply to cover the cost of board and that of breakage of farm machinery, which usually suffers somewhat severely in the hands of the novice.

"The situation and the farm itself have been carefully chosen. It lies in the beautiful Kennebecasis Valley at the village of Penobsquis, near Sussex, in Southern New Brunswick, only about 50 miles by rail from St. John, the chief winter port of Canada, from which several lines of steamers run direct to Great Britain. The farm, comprising in all some 900 acres, includes both upland and rich, deep-soiled "intervale" land, and through its very centre run the Kennebecasis River and the main line of the Intercolonial Railway between Moncton and St. John, with many trains in both directions constantly. Penobsquis Station is on the farm itself.

"At the end of the period of training the director will personally assist each boy in his selection of a situation. In the meantime, what capital he has may be invested and accumulating, instead of a large percentage of it being paid out for instruction.

"Application to the Hon. C. A. Duff Miller, the Agent-General for New Brunswick, 17, Leather-Market, London, S.E., will elicit an illustrated prospectus and any further details of this training farm, and also full information with regard to the unexcelled portion of Canada where it is established. I have just returned from Canada and must say that everything is progressing most favourably, the English boys already on the farm being delighted with the country and prospects. The plan is one which seems to solve thoroughly the problem of how best to introduce a young Englishman, Scotchman, or Irishman to agricultural life in that beautiful and fertile country over seas, which offers so many advantages to both young and old, and the further development of which is always a step in the building of the Empire."

I am, yours sincerely,

W. ALBERT-HICKMAN,
New Brunswick Government Commissioner.

(iii).

PROVINCIAL DAIRY SCHOOL (SUSSEX, N.B.).

(See *Report on Agriculture for the Province of New Brunswick, 1899.* Fredericton, N.B.).

The work in the winter, 1898–99.

The Dairy School which was first opened at Sussex during the winter of 1893–94, has been kept in operation every winter since that time. The increasing interest and the large increase in the number of students from year to year has brought about many much-needed changes. Work in the new building with its new and up-to-date machinery was of the most satisfactory nature. No better evidence of this can be had than the fact that dairymen attended, not only from New Brunswick, but also from the Provinces of P. E. Island and Nova Scotia.

The instruction given is of the most practical nature; theory is in no case advanced unless the same can be put in practical use.

The time for opening the school was changed in 1899 to a later date, and both the cheese and butter making courses will be carried on at the same time.

Since the first opening of the school, the session usually opened early in February and continued until about the middle of March. The milk at this season of the year has to be handled in a different manner than it does in the summer season. Consequently the students get training in the cheese-making department that they cannot put into practical use when they return to their factories and obtain the best results. However, some makers, who perhaps have not had very much experience at the work, follow the teaching at the school and get results that are not what are desired by the Inspector or the buyer; therefore by opening the school on the 12th March and continuing it until the 12th April, it is hoped in a measure to overcome this difficulty.

Various documents relating to education in New Brunswick can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

APPENDIX.

The following statistical tables have been taken from the Statistical Year Book of Canada for 1899 :—

TABLE I.—PUBLIC SCHOOLS.

Term ended	Number of Schools.	Teachers & Assistants.	Number of Pupils.	Boys.	Girls.	Average Attendance.	Proportion of Population at School.
June 30, 1889 -	1,505	1,597	59,819	31,847	27,972	33,785	1 in 5·84
Dec. 31, 1889 -	1,565	1,657	56,384	28,847	27,538	34,822	1 „ 5·70
June 30, 1890 -	1,517	1,617	58,570	31,053	27,517	32,542	1 „ 5·49
Dec. 31, 1890 -	1,557	1,641	55,622	27,964	27,658	33,512	1 „ 5·78
June 30, 1891 -	1,536	1,632	59,568	31,196	28,372	34,394	1 „ 5·39
Dec. 31, 1891 -	1,604	1,674	56,217	28,459	27,758	35,203	1 „ 5·71
June 30, 1892 -	1,585	1,669	60,786	31,967	28,819	35,220	1 „ 5·28
Dec. 31, 1892 -	1,633	1,710	57,547	29,092	28,455	37,373	1 „ 5·58
June 30, 1893 -	1,614	1,693	60,154	31,576	28,578	35,940	1 „ 5·34
Dec. 31, 1893 -	1,644	1,725	57,195	28,818	28,377	35,381	1 „ 5·62
June 30, 1894 -	1,653	1,749	61,280	32,149	29,131	37,260	1 „ 5·29
Dec. 31, 1894 -	1,685	1,761	57,282	28,894	28,388	36,295	1 „ 5·60
June 30, 1895 -	1,695	1,790	62,518	32,659	29,859	38,447	1 „ 5·13
Dec. 31, 1895 -	1,724	1,799	57,889	29,155	28,734	37,876	1 „ 5·54
June 30, 1896 -	1,720	1,829	61,918	32,315	29,603	37,176	1 „ 5·18
Dec. 31, 1896 -	1,722	1,782	57,200	28,660	28,540	37,085	1 „ 5·61
June 30, 1897 -	1,737	1,829	61,908	32,297	29,611	37,154	1 „ 5·18
Dec. 31, 1897 -	1,749	1,820	58,174	29,180	28,994	38,992	1 „ 5·52
June 30, 1898 -	1,778	1,864	63,333	32,315	30,353	38,874	1 „ 5·07
Dec. 31, 1898 -	1,797	1,882	59,457	28,660	29,695	38,978	1 „ 5·40
June 30, 1899 -	1,806	1,912	63,536	32,297	30,564	37,771	1 „ 5·05

TABLE II.—GRAMMAR SCHOOLS.

Term ending	Teachers and Assistants.	Number of Pupils.	Average Attendance.
June 30, 1889 -	62	700	485
„ 1890 -	55	577	392
„ 1891 -	64	665	456
„ 1892 -	66	683	488
„ 1893 -	68	697	500
„ 1894 -	68	749	578
„ 1895 -	68	750	577
„ 1896 -	71	690	523
„ 1897 -	82	732	569
„ 1898 -	27	791	—
„ 1899 -	34	980	—

TABLE III.—NORMAL SCHOOLS.

Year.	Males.	Females.	Total.
1889 - - -	45	179	224
1890 - - -	49	190	239
1891 - - -	36	207	243
1892 - - -	38	231	269
1893 - - -	47	217	264
1894 - - -	59	255	314
1895 - - -	54	215	269
1896 - - -	65	175	240
1897 - - -	66	196	257
1898 - - -	54	227	281
1899 - - -	61	255	316

TABLE IV.—RECEIPTS AND EXPENDITURE.

(Not including amounts spent on school buildings.)

Year.	Receipts.				Expenditure.
	Government Grant.	Municipal Aid.	District Assessment.	Total.	
	$				
1889 -	153,641	94,598	174,499	422,648	404,146
1890 -	157,062	94,505	183,636	435,203	416,551
1891 -	157,603	94,505	186,083	438,191	419,547
1892 -	163,058	94,467	174,866	432,391	410,717
1893 -	170,581	94,430	181,177	446,188	421,384
1894 -	*171,561	92,281	183,166	447,088	427,215
1895 -	180,269	92,140	187,161	459,570	436,618
1896 -	182,018	91,528	211,115	484,661	461,733
1897 -	198,483	90,909	†208,027	497,419	473,994
1898 -	188,104	90,807	†230,000	508,911	483,829
1899 -	193,730	90,857	†318,373	602,960	577,219

* For 10 months. † Approximate.

THE SYSTEM OF EDUCATION IN PRINCE EDWARD ISLAND.

Early History - - - - - - - - - - 517
Administration and Inspection - - - - - - 517
Progress under the Act of 1877 - - - - - - 517
Statistics - - - - - - - - - - 518
Prince of Wales College - - - - - - - 518
Appointment of Teachers - - - - - - - 519
Salaries - - - - - - - - - - 519
Special Subjects - - - - - - - - - 519
Private Schools - - - - - - - - - 519

APPENDIX.

Regulations of the Board of Education - - - - - 520

THE SYSTEM OF EDUCATION
IN
PRINCE EDWARD ISLAND.*

Early History.

Up to the year 1852 the schools of this province were mainly supported by voluntary subscriptions and such local efforts as could be secured by mutual co-operation. In 1852 the Free Education Act was passed, under which the salaries of teachers were paid almost entirely from the provincial treasury. The stimulus thus given to education resulted in the establishment of the Provincial Normal School in 1856, and of the Prince of Wales College in 1860. From 1860 until 1877 very little was effected in the way of legislation for the improvement of the schools, although the administration was very effective during that period. In 1877 the Public Schools Act was passed, which provided for the establishment of a department of education, and introduced into our public school system many of the most approved principles and most modern methods of other countries.

Administration and Inspection.

The administration of the educational interests of the province is vested in a Board composed of the Members of the Executive Council, the Chief Superintendent of Education, the Principal of the College and Normal School, and two inspectors. Each district has a local Board of Trustees elected annually by the ratepayers.

The number of pupils enrolled in the Public Schools of the province in 1898 was 21,852. The average daily attendance was 13,377, or 61·58 per cent. of the pupils enrolled. There is a compulsory clause in the School Act, but it has never been enforced, consequently the attendance of pupils is entirely voluntary. The work of inspection is carried out by two inspectors of schools appointed by the Government.

Progress under the Act of 1879.

In 1879 the College and Normal School were amalgamated, and ladies were admitted for the first time into the former institution. Many improvements in the administration of the educational affairs of the island for the advancement and encouragement of the teachers, and for the grading of the different schools, have been introduced since 1879, and are now beginning to be in effective operation.

* Since the receipt of this Report, which was prepared in December, 1897, the statistics have been amended in accordance with the latest available tables. The Appendix has also been added.

Statistics.

The effects of the different changes and legislative enactments will best be represented by giving the statistics for each decade since 1841:—

——	*Schools.	Pupils.	Population of Province.
1841	121	4,356	47,034
1851	135	5,366	66,457

1852.—Free Education Act passed.
1856.—Normal School established.
1860.—Prince of Wales College opened.

——	*Schools.	Pupils.	Population of Province.
1861	302	12,102	81,000
1871	381	15,795	94,021

1877.—Public Schools Act passed.
1879.—College opened to ladies.
1879.—College and Normal School amalgamated.

——	*Schools.	Pupils.	Population of Province.
1881	486	21,601	108,981

It will be observed from the statistics here given that during the period previous to the introduction of the Free Education Act not more than one in twelve of the population attended school. From the period between the passing of the Free Education Act, 1852, and the enactment of the Public Schools Laws of 1877 the attendance was one in six of the population. Under the Public Schools Act of 1877 and its amendments the attendance was one in five.

——	*Schools.	Pupils.	Population.
1891	531	22,330	109,078
1899	582	21 550	?

Prince of Wales College.

The Prince of Wales College, which includes the Normal School, is situated in Charlottetown, and its staff consists of a

* In this statement school departments are counted as separate schools.

principal and four professors. Attached to it as an adjunct to the Normal Department is the Model School with two teachers.

Appointment of Teachers.

Teachers are appointed by a majority of the Board of Trustees of each school district. These teachers are trained in the Prince of Wales College and Normal School. Candidates for positions as teachers are required to spend a portion of their time in the Model School, but there are no apprentice teachers. The number of male and female teachers employed in 1898 was as follows :—

—	Class I.	Class II.	Class III.	Total.
Male Teachers - - -	71	181	68	320
Female Teachers - -	30	143	88	261

There are no pensions paid to teachers.

Salaries.

The salaries of the teachers are paid from the Provincial Treasury, but may be supplemented by local assessment, in which case the Treasury pays a further equal amount up to twenty-five dollars. As an inducement to teachers to continue in the profession a small bonus is paid them after a service of five years. The salaries paid by the Government vary according to grade: First-class male teachers received in 1898 $401 per annum; first-class female teachers, $335; second-class male teachers, $234; second-class female teachers, $188; third-class male teachers, $185; third-class female teachers, $141. The supplements (which are voluntary), paid by local assessment and an equal amount up to $25 paid by the Government, are not included in the foregoing salaries.

Special Subjects.

Singing is taught in nearly all the schools, but no cooking and domestic economy. Manual training schools have been started, in 1900, in Charlottetown and Summerside. The cost is defrayed by the Macdonald Manual Training Fund.

No provision is made for free meals; nor is there any system of continuation schools in existence.

Private Schools.

In addition to these public sources of education, there are some few private institutions, mostly denominational in character —viz., in connection with the Roman Catholic Church, Saint Dunstan's College in the vicinity of Charlottetown, two Convent Schools within the city, and several others located in various parts of the island, in all of which both boarders and day scholars are received, and St. Peter's School in connection with the English church of that name, giving opportunities of tuition to children whose parents are willing to pay for the same.

D. J. MacLeod,

Chief Superintendent of Education.

Charlottetown, P.E.I.

APPENDIX.

REGULATIONS OF THE BOARD OF EDUCATION.

School Site and Outside Premises.

1. The school lot should be chosen with regard to healthiness of site ; it should be dry and airy, as retired as possible, properly levelled, planted with shade trees, and enclosed by a substantial fence. It should be not less than half an acre in extent. If the school population of the district exceeds seventy-five the area should be one acre.

2. Every country school should be provided with a wood shed and two water closets, under different roofs. It is recommended that they be kept under lock and key.

3. Proper care should be taken to secure cleanliness and to prevent unpleasant and unhealthy odours.

Schoolhouse.

4. The schoolhouse should be placed at least thirty feet from the public highway, and provided with a cloak-room or entry.

5. Where the school population of the section exceeds one hundred, the schoolhouse should contain two rooms ; where it exceeds one hundred and fifty, three rooms—an additional room being required for each additional fifty pupils.

6. An assistant teacher cannot be appointed in any school without the written approval of the Chief Superintendent of Education. A teacher engaged without such sanction must be paid entirely by the Trustees who employed him.

7. A first-class school must have at least two rooms and two teachers, in order to enable the Principal to carry out the work efficiently in the higher branches of study without detriment to the younger children ; but it must be clearly understood, that no school can be ranked as a first-class school, unless the elementary instruction is of such a high character as to warrant the granting of this privilege.

8. At least 150 cubic feet of air should be allowed for each scholar, and a schoolroom to seat forty should, therefore, be about 25 feet by 20, and 12 feet high. If this size be larger than the district can afford, smaller dimensions may be allowed, on the written approval of the Inspector.

9. Ample provision must be made for ventilation. There should be a complete change of atmosphere in the room three times every hour. A uniform temperature of at least sixty-seven degrees should be maintained throughout the whole school day.

School Furniture and Apparatus.

10. A sufficient number of seats and desks should be provided for the accommodation of all the pupils usually in attendance at the school. There should be at least two chairs in addition to the teacher's chair.

11. Seats and desks should be so arranged, that the pupils may face the teacher. They should be single, if possible, but at any rate limited to two pupils, provided with suitable backs, graduated so that the feet of all the pupils may rest on the floor. The seats and desks must be fastened to the floor in parallel rows with aisles between.

12. A space of four or five feet should intervene between the front desk and the teacher's platform, and passages, at least three feet wide, should be left between the outside rows and the side and rear walls of the room.

13. The following dimensions for chairs and desks are recommended :—

Age of Pupils.	Chairs or Seats.			Desks.			
	Height.		Slope of Back.	Length.		Width.	Height next Pupil.
	Front.	Rear.		Double.	Single.		
Five to eight years - -	12 in.	11½ in.	2 in.	36 in.	18 in.	12 in.	22 in.
Eight to ten years - -	13 „	12½ „	2 „	36 „	18 „	12 „	23 „
Ten to thirteen years - -	14 „	13½ „	2¼ „	36 „	20 „	13 „	24 „
Thirteen to sixteen years -	16 „	15½ „	3 „	40 „	22 „	13 „	26 „

14. There should be one blackboard at least four feet wide, extending across the whole room in rear of the teacher's desk, with its lower edge not more than two and a half feet above the floor or platform, and, when possible, there should be an additional blackboard on each side of the room. At the lower edge of each blackboard there should be a shelf or trough five inches wide for holding crayons and brushes.

The following directions for making a blackboard may be found useful :—

(*a*) If the walls are brick the plaster should be laid upon the brick and not upon the laths as elsewhere ; if frame, the part to be used for a blackboard should be lined with boards, and the laths for holding the plaster nailed firmly on the boards

(*b*) The plaster for the blackboard should be composed largely of plaster of Paris.

(*c*) Before and after having received the first coat of colour, it should be thoroughly polished with fine sandpaper.

(*d*) The colouring matter should be laid on with a wide, flat varnish brush.

(*e*) The liquid colouring should be laid as follows :—Dissolve gum shellac in alcohol, four ounces to the quart ; the alcohol should be 95 per cent. strong ; the dissolving process will require at least twelve hours. Fine emery flour with enough chrome green or lampblack to give colour, should then be added until the mixture has the consistency of thin paint. It may then be applied, in long even strokes, up and down, the liquid being kept constantly stirred.

15. A well equipped Primary Department should contain a ball frame, reading cards, and any such simple illustration of colour, measures, form, number and natural history, as may be within the means of the district to purchase. Advanced Departments should have in addition a set of modern maps, a dictionary, and a terrestrial globe.

16. All schools ought to be furnished with a clock, thermometer, a globe not less than nine inches in diameter, properly mounted, a map of the Maritime Provinces, maps of Dominion of Canada, maps of the world and of the different continents, and a suitable supply of crayons and blackboard brushes.

Course of Studies.

17. The course of studies prescribed by the Board of Education shall be followed by the teacher as far as the circumstances of his school will permit. Any modifications deemed necessary should be made only with the concurrence of the inspector and the Trustees. In French schools the English Readers shall be used in addition to any prescribed text books in the French language.

Duties of Teachers.

18. In every public school in which more teachers than one are employed, the head teacher should be called the Principal, and the other teachers Assistants.

19. The Principal shall prescribe (with the concurrence of the Trustees) the duties of the Assistants, and shall be responsible for the organisation, classification, and discipline of the whole school.

20. Every Public School Teacher has power and is required to manage his school in accordance with the School Law, and the regulations of the Board of Education.

21. The teacher (with the consent of the Trustees) may suspend pupils for persistent truancy, violent opposition to authority, habitual and determined neglect of duty, improper language, destruction of school property, or any conduct likely to injure the school. If any of these are persisted in, after one or more suspensions, the Trustees and teacher must expel the pupil.

22. In addition to the duties prescribed by the School Act, it shall be the duty of every teacher in a Public School :—

(1) To see that the schoolhouse is ready for the reception of pupils at least fifteen minutes before the time prescribed for opening the school in the morning, and five minutes before the time for opening in the afternoon.

(2) To classify his pupils strictly according to the programme of studies prescribed by the Education Department, and to make no departure from such classification, without the consent of the Board of Trustees and the Inspector.

(3) To prepare a time-table to be posted in some conspicuous part of the room for the guidance of himself and his pupils, which time-table should be submitted to the Inspector for his approval, on his first visit to the school, after the same is adopted or changed.

(4) To prevent the use by the pupils of unauthorised text-books.

(5) To make at the end of each school term, or at such other time as may be approved by the Inspector, and subject to revision by him, such promotions from one class to another as he may deem expedient.

(6) To practise such discipline in his school as would be exercised by a kind, firm, and judicious parent ; to reprove his pupils with tenderness and becoming deliberation, and to aim at governing them through their affections and reason rather than by force ; to encourage his pupils to cultivate kindly feelings towards one another, respect for one another's rights, politeness in and out of school, habits of honesty and truthfulness, and obedience to all persons in authority over them ; and to discountenance quarrelling, cruelty to animals, and the use of profane and other improper language.

(7) To give strict attention to the proper ventilation and cleanliness of the schoolhouse ; to make and enforce such rules as will ensure the keeping of the school grounds and outbuildings in a neat and cleanly condition.

(8) To see that the school grounds, sheds, and water-closets are kept in proper order ; that no damage is done to the furniture, fences, outbuildings, or other school property ; to give notice in writing to the Trustees of any necessary repairs or supplies.

(9) To make up all returns to the Inspector or the Education Department, as far as the information required can be supplied from the school register ; and to furnish such other information affecting the interests of his school as may from time to time be required by the Department or the Inspector.

(10) To attend regularly the Teachers' Institutes held in his county, and to contribute from his experience and observation to their general usefulness.

23. The teacher is required to keep the school open on every legally authorised teaching day throughout the term.

24. Teachers are to be punctual and constant in their own attendance, and to require the same from the pupils. Cases of absence and lateness are to be satisfactorily accounted for.

25. To be successful they must command the respect and goodwill of their pupils, and should strive diligently that the practice of all Christian virtues may prevail among those who are under their charge. Though they are precluded from sectarian teaching, it is their duty to inculcate those principles of morality which are revered in common by all good men. Teachers, however, must neither interfere nor permit interference with the religious tenets of the pupils.

26. When a register has been completed it must be handed to the Secretary of Trustees intact, and shall remain among the school papers for at least one year after. Any infringement of this regulation shall be reported to the Superintendent of Education by the Inspector, and will necessitate a deduction from the teacher's salary, unless satisfactory explanation be made.

27. The following are the duties of pupils in Public Schools :—

(1) Every pupil whose name is entered on the register of a Public School shall attend punctually and regularly every day of the school term in which his name is so entered ; he shall be neat and cleanly in his person and habits, and diligent, truthful, honest, kind, courteous, respectful, and obedient, and shall conform to all the rules of the school.

(2) Any pupil not present at the time prescribed for opening the school may be required to furnish forthwith a written excuse from his parent or guardian, or may be denied admittance to the school for the day or half day, at the discretion of the Principal.

(3) Any pupil absenting himself from school, except on account of sickness, shall forfeit his standing in his class, or shall be liable to such other punishment as the teacher may lawfully inflict.

(4) No pupil shall be allowed to leave school before the hour appointed for closing, except in case of sickness, or at the request, either oral or written, of the parent or guardian.

(5) Any pupil guilty of any of the following offences, viz. :—[*a*] persistent truancy ; [*b*] violent opposition to authority ; [*c*] the repetition of any offence after being warned ; [*d*] habitual and wilful neglect of duty ; [*e*] the use of profane or improper language ; [*f*] cutting, marring, destroying or defacing any part of the school property ; [*g*] writing any obscene words on the fences, water-closets, or any part of the school premises ; [*h*] general bad conduct, injurious to the moral tone of the school, may be suspended by the teacher for one month, or until such suspension is removed on assurance of better conduct, or by order of the Board of Trustees.

(6) Whenever a teacher suspends a pupil for any of the causes herein named he shall at once notify his parents or guardians and the Board of Trustees, stating the reasons for such suspension.

(7) The parent or guardian of any pupil suspended may appeal to the Board of Trustees against the action of the teacher, and the decision of the Trustees shall be final.

(8) Any pupil who shall be adjudged so refractory by the Board of Trustees and by the Teacher, that his presence in the school is injurious to the other pupils, may be expelled ; and no such pupil shall be re-admitted to any school without the written consent of the Public School Inspector.

(9) No pupil who is affected with or exposed to any contagious disease shall be permitted to attend school until he produces the certificate of a medical man that there are no sanitary objections to his re-admission.

(10) Pupils shall be responsible to the teacher for their conduct on the school premises, or in going to or returning from school, except when accompanied by their parents or guardians, or by some person appointed by them or on their behalf.

(11) No pupil shall be allowed to remain in school unless he is furnished with the books and other requisites to be used by him in school, but it shall be lawful for the Board of Trustees to supply him with such books and other requisites.

(12) Any school property or furniture injured or destroyed by a pupil shall be made good forthwith by the parent or guardian under penalty of the suspension of the delinquent.

(13) Every pupil entitled thereto shall, on application, when he leaves or removes from the school, receive a certificate of good conduct and standing.

Holidays.

28. No teacher shall make up lost time by teaching on a holiday, or during vacations, and any attendance during such time shall be disallowed.

29. The year shall consist of two terms, one ending on June 30th, the other on December 31st. The vacations will be three weeks in May and three weeks in October, as well as the first week in July or the last week in December.

30. In Charlottetown and Summerside the Trustees may make their own arrangements for vacation and school sessions, subject to the approval of the Board of Education.

31. Trustees can, if required to do so by a majority at the annual meeting, substitute a midsummer vacation of six weeks, for the present spring and autumn vacations.

32. Every Saturday, every statutory holiday, and every day proclaimed a holiday by the Provincial or Dominion authorities, shall be a holiday in the Public Schools.

School Hours.

33. From the May vacation to the October vacation, the school session shall be from nine to four o'clock, with one hour's intermission at noon ; and from the October vacation to the May vacation the session shall be from ten to three o'clock, with one half hour's intermission. There shall also be two recesses of ten minutes each, when the schoolroom must be aired.

34. The Trustees may, by resolution, prescribe as school hours from half-past nine to three o'clock, with an hour's intermission, for the period from the October to the May vacation, instead of the time specified in Section 33.

Note.—In schools having midsummer vacations, the hours should be changed on the 15th May and October.

35. In Summerside and Charlottetown the school hours may, if so decided by the Trustees, be from nine in the forenoon to two o'clock in the afternoon, with two intermissions of ten minutes each.

Payment of Teachers' Salaries.

36. The salaries of Teachers shall be paid quarterly on the eighth day of October, January, April and July in each year, or rateably, according to the number of legally authorised days the teachers shall have satisfactorily taught for any portions of such quarters. All School Returns must be lodged in the Education Office at least four days before payment will be made. A teacher engaging at any other time than the beginning of the school year, can only engage for the remaining portion of the year.

37. The Inspectors' Reports as to the ranking of teachers in accordance with Section IX., must be lodged at the Education Office by the last day of each term.

38. The Inspectors' Reports ranking teachers entitled to a bonus under Section XII. of the Public Schools Act must be forwarded to the Education Office on or before the 15th of July in each year.

39. The bonus is payable on or before the 20th day of August in each year.

40. Partial orders, *i.e.*, orders given by teachers for part of the sum due them, will not be received at the Education Office.

41. No salaries can be paid from the Treasury to teachers until they have obtained a license under the Public Schools Act, 1877, and until all the necessary returns from the School District have been sent to the Office.

Duties of Trustees.

42. It is the duty of the School Trustees to keep the schoolhouse in a suitable condition for use by the teachers and pupils.

43. The Trustees must pay the teacher any amount deducted from his statutory allowance, owing to loss of time occasioned by the neglect or refusal of the Trustees to comply with Regulation No. 42.

44. The Trustees must present, for inspection, all Books and records kept by them as a Board of Trustees, when required to do so by the Inspector of Schools.

Normal Department of Prince of Wales College.

45. The entrance examinations to the Normal School Classes shall be held under the direction of the Chief Superintendent of Education, and in such places as may be deemed necessary, not to exceed five at any one examination.

46. The Chief Superintendent shall appoint, when necessary, one or more deputies to preside at the examinations.

47. Four Examiners shall be appointed under Section 3rd of the Public Schools Act.

48. The annual entrance examination to the Normal School shall be held on the first Tuesday in July ; and a semi-annual examination, if necessary, on the 3rd Tuesday in December.

49. The Chief Superintendent shall prepare and have printed suitable questions for each class in accordance with the prescribed syllabus of examination. The examination papers shall be securely sealed, and the seal on each package broken only in the presence of the candidates when required for actual use in the examination.

50. Each deputy, who presides at any of the stations at which examinations are held, shall immediately thereafter forward the papers returned by the candidates to the Chief Superintendent, with a statement that the examination was conducted in good faith, and that no infringements of the law or regulations of the Board were known to him.

51. Where, from the number of Candidates or any other cause, additional presiding Examiners are required, the Chief Superintendent shall make such appointments as are necessary ; but no person shall be eligible to be appointed presiding Examiner who has any pupils writing for admission at the station where he is presiding.

52. Application for admission to the examination must be forwarded to the Education Office not later than two weeks previous to the date of the examination. Before taking the examination, each candidate must pay a fee of fifty cents, to defray expenses of examination. The examiner will receive the same, and remit it to Chief Superintendent of Education.

53. Each letter of application shall give the name of the school to which the applicant belongs, his post office address, his age, and the station at which he intends to present himself for examination.

54. The following are the subjects upon which candidates for admission to the Normal School shall be examined :—

Junior Entrance Examination.

English—Fifth or Sixth Reader—Parsing, Analysis, Orthography, Composition, Reading and Literature.

History—General Outlines of British and Canadian History.

GEOGRAPHY—Geography of the Dominion. Outlines of General Geography.

ARITHMETIC—Smaller Arithmetic throughout, Advanced Arithmetic to the end of Decimal fractions.

SENIOR ENTRANCE EXAMINATION.

ENGLISH, ARITHMETIC, GEOGRAPHY, HISTORY, } as prescribed by junior entrance examination.

GEOMETRY—Euclid, Book I.

ALGEBRA—Colenso's (Twenty Exercises, or equivalent).

LATIN—Beginner's Latin Book, or its equivalent.

54½. Each candidate to be entitled to attend the Normal School Department must obtain 50 per cent. of the attainable marks in English; 50 per cent. in Arithmetic; 35 per cent. in History and 50 per cent. in Geography; and not less than 50 per cent. of the total number of marks.

COLLEGIATE DEPARTMENT, PRINCE OF WALES COLLEGE.

55. The annual entrance examination to the College shall be conducted by the Principal and his Assistant Professors in July of each year.

56. The College and Normal School shall open on the Monday following the third Tuesday in August, and shall continue in session until the Friday next previous to the 25th December.

57. The second term shall open eleven week days (other than Saturdays) after the closing of the preceding session, as in Section 56, and shall close on the last Friday in May.

58. No candidate shall be admitted to the College who has not previously passed an examination in the following subjects :—

ENGLISH, ARITHMETIC, GEOGRAPHY, HISTORY, } as prescribed for junior entrance examination.

GEOMETRY—Book 1.

ALGEBRA—Colenso's Twenty Exercises, or equivalent.

LATIN—Beginner's Latin Book, or its equivalent.

59. Each candidate must make at least 50 per cent. of the marks attainable in these subjects, and at the close of the examination a report giving the number of marks made by the candidates in each subject shall be sent to the Education Office by the Principal of the College.

60. The Principal may, if he thinks proper, hold a semi-annual examination for entrance to the College at the beginning of the second session, a report of which must be made as in Section 59, but no other examination for entrance shall be held except as provided for in Section 55.

61. The Tuition Fee for students attending the Prince of Wales College and Normal School shall be as follows, viz. :—

For students residing in the Town or Royalty of Charlottetown the sum of fourteen dollars each, annually; for students residing in any other portion of the Province, the sum of seven dollars each, annually—in all cases payable half-yearly in advance. 42 Vic. Chap. 3, Sec. 8.

TEACHERS' LICENSES.

No person shall be entitled to receive a license to teach under this Act unless [1] *if a male, he is eighteen years of age, or, if a female, she is sixteen years of age; and* [2] *unless he or she is of temperate habits and good moral character; and* [3] *has attended the Provincial Training School at least one term.*—[40 *Vic. Chap.* 1, *Sec.* 85.]

62. Before the close of each semi-annual session of the Normal School an examination shall be held, under the direction of the Chief Superintendent of Education, in the following subjects, viz. :—

Third Class.

I. READING—A portion of the Sixth Royal Reader, or equivalent.

II. ORTHOGRAPHY—From Reader as above. Penmanship.

III. ARITHMETIC—General Arithmetic—methods of working to be judged.

IV. ENGLISH—Currie's Grammar. Literature. Reader.

V. GEOGRAPHY—Canada and the Continents. Map Drawing.

VI. HISTORY—A period of British History.

VII. SCHOOL MANAGEMENT—Theory and Art of Teaching, including principles and methods of instruction.

VIII. ORGANISATION—School organisation and government. School Laws of P. E. Island. Regulations of Board of Education.

IX. TEACHING—Marks for Teaching will be given by the Principal of the Prince of Wales College and Normal School and the Training Master. The marks will be based upon actual practice in the Normal School.

AGRICULTURE—First Principles.

63. Each candidate in Training for Third Class shall be required to take this examination before receiving a license to teach.

64. All who make an average of 80 per cent. of the marks assigned to the subjects in Section 59, and not less than 75 in teaching, shall be entitled to First Class Rank for professional work ; an average of between 70 and 80, with at least 60 in teaching, will entitle candidates to Second Class Rank ; and candidates receiving an average of 60 per cent., and not less than 50 in teaching, will be entitled to Third Class Rank. For a less average than that for Third Class Rank no candidate can obtain a Third Class Provincial License.

65. The following are the subjects on which candidates for Second Class License will be examined :—

Second Class.

I. ENGLISH—Selections in Prose and Poetry from English authors.

II. HISTORY—A period of British History.

III. GEOGRAPHY—Canada and any one of the continents.

IV. ARITHMETIC—Advanced Arithmetic.

V. ALGEBRA—To the end of simple equations of one or more unknown quantities.

VI. GEOMETRY—Euclid, Books I., II., III. Exercises.

VII. PHYSICS.

VIII. LATIN GRAMMAR—Cæsar's Gallic War, one or two Books ; Arnold's Prose Composition (30 Exercises).

IX. FRENCH—Selections from French authors. Grammar. Composition.

X. SCHOOL MANAGEMENT—Swett's Methods of Teaching.

XI. MUSIC.

XII. TEACHING—Practice in Model Schools.

Note—Book-keeping will be accepted as an equivalent for French.

66. Candidates for First or Second Class License must, in order to be successful, obtain at least 50 per cent. of the attainable marks in English, 50 per cent. in Arithmetic, 35 per cent. in each of the other subjects, and not less than 60 per cent. of the total number of marks.

67. Candidates for First Class License cannot receive a higher License than Second Class unless they have at least one year's experience in teaching.

68. The following are the subjects for the examination of candidates for First Class License :—

First Class.

I. English—A Play of Shakespeare. Some other English Classic. Literature. Mason's Grammar [Advanced].

II. English Literature—Brooke's throughout. The Literature of one period more minutely. English Composition.

III. History—Ancient History of the East, Grecian or Roman History.

IV. Physical Geography—Lawson's Text-Book of Physical Geography.

V. Arithmetic—Advanced Arithmetic.

VI. Geometry—Euclid, Books I.–IV. Exercises.

VII. Chemistry—Remsen's Elements of Chemistry.

VIII. Latin—Grammar. Selections from two authors. Arnold's Prose Composition to Exercise 61.

IX. Algebra—To the end of quadratics.

X. Greek—Bryce's First Greek Reader, Part I. Xenophon's *Anabasis*, one or two Books.

XI. French—Grammar. Fasquell's Introductory French Course.

XII. Trigonometry — Plane Trigonometry. Practical Mathematics. Solution of Triangles. Heights and distances.

XIII. Teaching—Practice in Model Schools.

Note.—Drawing will be accepted as an equivalent for Greek.

Academic Class.

69. The examination for Academic License will be open to all First Class Teachers of two years' experience, who have obtained first rank in professional work, or who hold a First Class Diploma.

Latin—Arnold's Prose Composition, Part I. Horace, Odes, Book I. Livy, Book XXI., Chaps. 1–37.

Greek—Arnold's Prose Composition. Homer, Iliad, Book I. Herodotus, Book I., Chaps. 1–42.

French—Molière, *Le Bourgeois Gentilhomme* ; Racine *Iphigenie.*

Mathematics—Algebra, Colenso's Students' Algebra [throughout].

Geometry—Euclid [with exercises]. Solid Geometry. Conic Sections.

Trigonometry—Plane and Spherical Trigonometry, with practical examples from Chambers' Mathematics.

English and English Literature—The History and Literature of the Nineteenth Century. An acquaintance with the principal works of the period required.

School Management—Swett's Methods of Teaching ; Page's Theory and Practice of Teaching.

Of the four parts of this course, viz., Latin, Greek, and French ; Mathematics ; English ; and Professional Work, three must be taken by each candidate, the choice of selection being limited to the first two.

70. The examination of all candidates for Teachers' Licenses shall be held under the direction of the Chief Superintendent of Education. The papers shall be valued by Examiners appointed by the Board of Education.

71. There shall be one examination in each year for candidates for First and Second Class Licenses, beginning on Monday following the last Friday in May.

72. The results shall be announced about the first day of July.

Assistant Teachers.

73. In Graded Schools of two departments female teachers of the Third Class should be employed as assistants.

74. The Chief Superintendent shall have power to issue local licenses valid for the school year in which they are issued to persons of fair education, who shall receive the amount of twenty dollars per quarter.

75. A local license shall only be valid in the district for which it is issued, and cannot be renewed unless upon the report of the Inspector that the work done by such assistant is efficient, and satisfactory to the Trustees of the school, and then only for one additional year.

DAILY AVERAGE ATTENDANCE OF PUPILS.

76. In every school the average attendance of pupils must be, *at least*, 50 per cent. of the children of school age in the district. In districts employing more than one teacher, the average attendance must be as follows :—

2	teachers	80 pupils or under,	an	average	attendance	of 40.
2	„	80 pupils or over,	„	„	„	„ 50 per cent
3	„	140 pupils or under,	„	„	„	„ 70.
3	„	140 pupils or over,	„	„	„	„ 50 per cent.
4	„	200 pupils or under,	„	„	„	„ 100.
4	„	200 pupils or over,	„	„	„	„ 50 per cent
5	„	250 pupils or under,	„	„	„	„ 125.
5	„	250 pupils or over,	„	„	„	„ 50 per cent.

and so on for every additional fifty pupils.

77. When a larger attendance than 50 per cent. of the number in the district is required by the Public Schools Act or the Regulations of the Board of Education, the attendance of non-resident pupils, as well as of pupils under or over the specified school ages may be counted ; but in every case the average attendance of resident pupils of school age must be 50 per cent. or over, and made so to appear on the Trustees' Returns.

78. When the total average attendance in schools of two or more departments is less than 50 per cent. of the number of pupils in the district, a deduction from the salaries of all the teachers in the school shall be made as in Section 15 of the Public Schools Act, 1877.

79. When the total average attendance is 50 per cent. or upwards, and yet less than the average required by Regulation No. 76, a deduction shall be made from the Provincial allowance of the teachers similar to that provided for in Section 5 of the 48th Vic., chap. 2, the required average being the basis of payment instead of twenty, as in the section referred to.

ARBOUR DAY.

80. Some day in May should be set apart by the Trustees of every school throughout the Island for the purpose of planting shade trees, making flower beds, and otherwise improving and beautifying the school grounds. Arbour Day, when observed in this way, will be considered as a Holiday.

81. The Chief Superintendent of Education shall have power to appoint an Arbour Day for the whole Province, or for a portion thereof. When a day is so appointed, the school authorities shall observe it instead of a day appointed as in Regulation No. 80.

School Property.

82. No schoolhouse, or any building or ground, or furniture pertaining thereto, shall be used or occupied for any other than Public School purposes without the express permission of the Trustees acting in their corporate capacity.

Temporary Third Class Licenses.

83. When the Board of Trustees of any school district report that they cannot obtain a suitable teacher, the Chief Superintendent may, if he deems it necessary in the interest of the school service, issue a temporary Third Class License to any suitable person of fair qualification to teach the school in such district. Such license shall be valid for the school year in which it is issued, and shall entitle the holder to a salary from the Provincial Treasury at the rate of $80 per annum.

Teachers' Institute.

84. On giving notice to the Trustees and pupils, teachers shall be entitled to be absent from their schools, for the purpose of attending Teachers' Associations, or the Provincial Education Institute, two legally authorised teaching days in each school year. The time so taken must be exclusively devoted to the work of the Association or Institute.

Inspection.

85. The Inspectors shall report monthly to the Chief Superintendent, upon forms furnished by the Education Department, the result of their observation and enquiry. They shall also make a general annual report to the Chief Superintendent on or about the 31st day of December.

86. In addition to the duties assigned to Inspectors by law and by existing regulations, it shall be their duty, and they are hereby required :—

(*a*) To report on applications for new school districts, or for a change of school boundaries.

(*b*) To examine the records of the Boards of School Trustees, when deemed necessary, and to see that they are properly kept and entered into a Minute Book.

(*c*) To examine the Register, and enter therein the date of their visit.

(*d*) To note the condition of the schoolhouse and premises, and to see that the school is in all respects conducted and maintained in conformity with the Law and the Regulations of the Board of Education.

87. When the Trustees of any school refuse or neglect to provide sufficient school accommodation, or to conduct the school in conformity with the Law and the Regulations and orders of the Board of Education, the Chief Superintendent shall have the power to withhold all Government allowances from the teacher.

88. The Inspector, while officially visiting a school, has supreme authority in the school, and has the right to direct teachers and pupils in regard to any or all of the exercises of the schoolroom. He may either examine the classes himself or direct the teacher to do so. He is at liberty to give such advice to pupils or to the teacher as he may deem necessary.

Miscellaneous.

89. All teachers remaining unemployed for more than two consecutive years must again qualify by passing a satisfactory examination, according

to law, before entering into an agreement to teach in the Public Schools, unless such teachers have been attending an institution of learning.

90. Academic Licenses do not lapse under Section 89 of the Regulations of the Board of Education.

91. Licenses of the First Class, if obtained upon making an average of over 75 per cent. of the marks attainable at any examination held subsequently to the 1st of January, 1881, do not lapse under Section 89.

School Libraries.

92. No book hostile to the Christian religion, or of an immoral or sectarian tendency, shall be permitted in a School Library.

93. The School Library shall be held by the Trustees in trust as a part of the school property. They shall appoint a Librarian, and make such rules and regulations for the preservation and circulation of the books as they may deem necessary.

94. After July, 1896, all Candidates for Matriculation into the Prince of Wales College and Normal School shall be required to take the Junior and Senior Examinations.

THE SYSTEM OF EDUCATION IN NEWFOUNDLAND.

I. (*a*) Primary Education :
Historical Sketch - - - - - - - - - - 542
Chaotic period, 1726-1823 - - - - - - 542
Period of individual enterprise, 1823-1836. - - 543
Legislative action, 1836-1898—Creation of Local Boards of Education—Two Central Boards - - 546
Present system - - - - - - - - - 547
Act of 1874 - - - - - - - - - 547
Attendance - - - - - - - - - 549
Finance - - - - - - - - - - 549
Private Schools - - - - - - - - 550
Inspection - - - - - - - - - 550
Singing, Drawing and Drill - - - - - 551
Religious Instruction - - - - - - 551
Teachers—Salaries and Training - - - - 551
(*b*) Secondary Education - - - - - - - - 552

II. Methodist Schools as related to the Newfoundland System of Education :
Early History - - - - - - - - - - 554
Present System :
(*a*) Primary Education - - - - - - - - 556
Administration - - - - - - - - 557
Attendance - - - - - - - - - 557
Cost. - - - - - - - - - - 557
Subjects Taught - - - - - - - - 557
Religious Instruction - - - - - - - 557
Teachers - - - - - - - - - - 557
Training of Teachers - - - - - - - 558
(*b*) Higher Education - - - - - - - - 558

III. Supplementary Notes.
(*a*) Estimated Expenditure of Legislature upon Public Education 1898-9, and 1899-1900 - - - 560
(*b*) Denominational Apportionment of Government Grants for Education, 1899-1900 - - - 561
(*c*) Apportionment of Grants for Inspection 1899-1900 561
(*d*) Statistics of Roman Catholic Schools - - - 562
(*e*) From the Report of the Colonial and Continental Church Society for 1899-1900 - - - - - 563

APPENDICES.
A. Return of Schools for the year 1896-7 - - - 566
B. Voluntary Contributions and Fees - - - - 567
C. Programme of Studies for Elementary Schools - 568
D. Teachers' Pension Fund - - - - - - - 569
E. Some Provisions of the Education Act of July, 1899 573

THE SYSTEM OF EDUCATION IN NEWFOUNDLAND.

I. (*a.*) Primary Education.

Historical sketch

Newfoundland stands first in point of time of all the colonial possessions of Great Britain. From the date of its discovery by Cabot (1497) down to 1813 it was regarded merely as a fishing ground, and not as a colony or place of settlement. Desultory attempts were made by Guy (1609), Calvert (1618), Whitbourne (1624). and others, at permanent residence, but colonization was not merely discouraged but actually prohibited. Trade, settlement, and family life were alike discountenanced.

In 1776 an attempt was made to recall from the island all shopkeepers who were not fishermen. In 1783 Governor Elliott asked the British Ministry to prohibit the residence of women on the island, and even so late as 1811, dwelling-houses could not be built without special licence. Land grants were made first in 1813. Notwithstanding these prohibitions the island began to be peopled by arrivals from England, Scotland and Ireland, and at the commencement of the present century contained a population of 25,000 people, who were for the most part scattered among innumerable harbors along more than a thousand miles of sea coast, inaccessible except by water.

There is no lack of material for showing the depravity and barbarous condition of the people in these early days, but little to record the efforts made to improve the morals and intelligence of these settlers by the Government of England. It was left to private individual enterprise or some charitable institution to commence the work.

Chaotic Period, 1726–1823.

The pioneer of education in Newfoundland was the venerable Society for the Propagation of the Gospel in Foreign Parts. The material for this part of the sketch on education is very meagre, and is found scattered throughout their printed reports from 1726 to 1823, covering a period of nearly one hundred years. In 1726 this Society had established a school ("for all the poor people") in Bonavista, under their Missionary, the Rev. Mr. Jones, and kept it annually supplied with books, &c. In 1744 they established their first school in St. John's, under Rev. Mr. Peasely, and continued it under his successor, the Rev. Edward Langman, M.A. In 1766 the first school was established in Harbor Grace, under a Mr William Lampen, at a salary of £15 per annum. In 1777 the Society appointed John Thomas schoolmaster at Scilly Cove. In 1788 the Rev. Mr. Price opened a school in St. John's in his parsonage, and paid the salary of an assistant. In 1790 a school was opened in Burin by Rev. Mr. Evans, and Mr. Saunders was appointed teacher at a salary of £15 per annum. In 1798 Mr. Price's school, established in St. John's, was placed under Mr Lionel Chancey, assisted by his wife, on a salary of £20 per annum. In 1810 the first school was opened in Bay Roberts, under Mr Williams, and in 1811 the first school was opened in Brigus, under Mr. Plumleigh. Other schools were established by this Society in various parts of the island, as at Twillingate, Exploits, Trinity, Bare Need, Bona-

venture, Greenspond, and several other settlements, and though they may have been few as compared with the great need everywhere apparent, yet so far as the work of those established extended, they were priceless in days when the ignorance of the common fisherman was described as "barbarous." Of these early teachers, what they were doubtless produced results of no less worth than what they did. With their civilizing habits and christian character, the indirect influence for good of their daily life in uplifting the people cannot be reckoned of less value than what was accomplished by direct instruction in school and in church, where the masters, as "Readers" under S.P.G. regulations, on Sundays conducted the service for morning and evening prayers and read a sermon.

Governors of the colony, Waldegrave, Gambier, Pole and Gower, were not slow in recognising their power and influence, and often testified to the good effects produced, as well in the degree of knowledge imparted as in their civilizing and christianizing power generally. The Rev. Mr. Anspach (S.P.G.), of Harbor Grace, from 1802 to 1812, says: "I attribute the improvement of parents and children to the advantage of these schools; they have been productive of much good." The first Archdeacon of Newfoundland, Coster, says: "It is surprising to see so much effected with so little means; in them (the schools) many are the children which have learnt to read and to pray, who but for the teachers of these schools would have known nothing."

The effects of the labours of John Thomas, schoolmaster at Scilly Cove, were reported to be visible, not only at that "barbarous and lawless" settlement, but for many miles around.

Such is the brief account of the first schools in Newfoundland, and though we have little means of comparing efficiency in those days with what we require in these, yet the system and the men were quite equal to what could be expected under the circumstances.

In addition to paying the stipends of these teachers the Society supplied all schools with necessary material, established a lending library in each, and presented each child, when able to read, with a Bible and Book of Common Prayer.

The annual cost of these schools to the Society for the Propagation of the Gospel was £325. The fees required were a quintal of fish for each child in attendance, and the hours were in summer, from 6 in the morning till 6 in the evening.

The educational work of this society in Newfoundland was discontinued shortly after the establishment of the Newfoundland School Society, 1823.

Period of individual enterprise, 1823–1836.

The year 1823 marks the introduction of a system of education into Newfoundland which was unknown before, and which has largely moulded all subsequent operations and influenced all subsequent legislation. The sixteen schools of the Society for the Propagation of the Gospel were of contracted operations, and lacked the advantages of a system of education. The growing feeling for something better and wider in its scope and efficiency took shape first in the mind of Mr. Samuel Codner, a successful merchant from Devonshire, and for a considerable period a

resident in St. John's. His signal deliverance from shipwreck while on a voyage to England was the occasion of a resolution to establish schools of a superior class, which should embrace the whole population of the island, then numbering 75,000 people. With this single purpose in view, and with a zeal that up to the time of his death knew no abatement, he interviewed and interested in his scheme the leading business men of England concerned in the Newfoundland trade, an undertaking which involved journeys into Scotland and throughout the greater part of England. His efforts were crowned with success, and a "Society for educating the poor of Newfoundland" was established in London, June 30th, 1823. The following resolutions proclaim the spirit which pervaded the first promoters of this Society:—

1. "That the colony of Newfoundland is the oldest and one of the most important possessions of the British Crown, and has always proved a considerable source of wealth, and the main cause of our national prosperity.
2. "That the obligations of the Mother Country to its ancient colony of Newfoundland, as well on account of the national wealth derived from its fisheries, as of the maritime strength afforded by its trade, demand of us both in policy and gratitude the most ample returns of both social and religious blessings to the settlers there which we can extend to them as fellow subjects and fellow men."

In its first Report the Society says:—"The elements of social and moral institutions are in a great measure wanting (in Newfoundland), and it is by encouraging education among the lower classes and affording them scriptural instruction that your Society hopes, under the blessing of Almighty God, to supply in some degree this lamentable deficiency. It is by giving the descendants of our own countrymen in Newfoundland wholesome moral institutions, and especially schools, that we shall best discharge the claims of kindred and of philanthropy, and most effectually teach them to understand and rightly appreciate their connection with, and interest in the moral as well as national greatness of their Mother Country. They will soon be able to value the blessings which we trust this Society has in store for them; for in proportion as the poor are made intelligent they will become industrious, and if moral and religious principles are wisely and diligently inculcated on the minds of the rising generation we may confidently expect to find what is the never-failing result—that they will grow up a happy and useful people; and your Committee beg leave explicitly to state it as their opinion that any other mode of relief than that of schools for the poorer classes of Newfoundland must fall short of producing these desirable effects."

Her Majesty's Government in England aided the design by grants of land for school purposes, free passages from England on board the ships of war to its teachers, and pecuniary assistance towards the erection of schools and payment of the salaries of masters.

The first Agents of this Society, Mr. and Mrs. Jeynes and Mr.

Fleet arrived in Newfoundland in August, 1824, and on September 20th a school was opened to which the "poor of all denominations" were invited to send their children, the Society wisely accommodating its means to the character of the soil it had undertaken to cultivate. These teachers had received their training at the National Society's Training School, Baldwin's Gardens, London. The system was monitorial, after the model of Dr. Bell, of Madras fame. The improvements made under this scheme were so rapid, and the popularity of the school was so great, that it created a desire for education in the outharbors from whence several applications to establish schools were forwarded to the Committee in London. Schools were multiplied rapidly, settlements vieing with one another to erect schools at their own charges, in order to be first supplied with teachers.

The liberality of the merchants helped on the work, so that in 1842 the Society had sixty schools in operation and an attendance in them of about 3,500 scholars. One unique feature connected with the operation of these schools was the opening of what were called branch schools. A trained teacher from London was stationed at one of the most populous settlements, whose duty was not only to attend to his own school, but also to open up, under local agents whom he had previously instructed, schools in the small neighbouring settlements. Thus at St. John's, under the principal teacher in the central school, branch schools were opened at Quidi Vidi, Torbay, South Side, St. John's, and Petty Harbor; and in like manner the principal teacher at Trinity had under his care also the branch schools at Cuckolds Cove, Salmon Cove, Ship Cove and Bonaventure. He made periodical visits to inspect the schools and advise the teacher, and thus the system and the instruction were brought into one harmonious whole.

In 1836, when the Newfoundland Legislature made its first vote for educational purposes, the Society, now known as the Colonial and Continental Church Society, had extended its operations to the neighbouring continent, and left some of the work it had begun to be taken up by boards of education, then for the first time called into existence.

No estimate can be placed upon the good work which this Society has done for Newfoundland, the cradle of its birth. Their schools, although conducted as Church schools, were open to all, no attempt being made to proselytize, and every care taken to regard the religious principles of the people. Their early teachers were not only trained, but were picked men, of sterling worth and exemplary lives, who exercised an uplifting influence never before experienced in this country, where at the time the elements of social and moral institutions were in a great measure wanting.

The Colonial and Continental Church Society still carries on its beneficent work in this country on a contracted scale. During the seventy-five years of its existence it is estimated that the amount of money it has expended on schools in Newfoundland reaches a quarter of a million dollars. The operations of the Society now stretch all around the globe, and its work for good

in Newfoundland is only limited by its means. To-day it is doing admirable work in our midst in training, under an experienced educationist from Battersea, many students who will become the future teachers of the country. To-day the Society maintains in this Island under twenty-four teachers, twenty-one schools, which have an attendance of 2,069.

Legislative action, 1836-1838.

In 1832 a representative Government was granted to Newfoundland, and in 1836 the Assembly passed its first Educational Act, based upon a report made by Messrs. Carson, Martin, Keough and Hoyles. In this report, after speaking of the importance of education to the subject, and its advantage to the State, they add—"Your Committee consider that the voluntary system works advantageously, and therefore they would recommend that assistance be given by the Legislature, by immediate grants of money to be placed at the disposal of the several societies and individuals who direct and govern, for the gratuitous education of the poorer classes, schools of such importance as to claim the attention of the Legislature." They further recommend that in those parts of the Island where education has hitherto been promoted, the seeds already sown shall be fostered by the Legislature, and according as the means of the country will permit, and the growing intelligence of the people require, it is their anxious desire "that Grammar schools be instituted and schools even of a higher order to succeed them."

Creation of Local Boards of Education.

The Island was divided into nine educational districts, each respectively co-terminous with the electoral districts into which the Colony was then divided, and boards of education were then appointed, each consisting of twelve persons, to administer the appropriations. Out of the grant of £2,100, six hundred pounds were paid in equal proportions to the Newfoundland School Society and to the Roman Catholics, towards the support of schools then established. The Act was purely undenominational in its character, embracing the education of all classes.

Two central Boards of Education.

It appears that in two of the most important districts of the island no action was taken, as they were without school houses in which to carry on the work, and the money voted, £525, was ordered to be expended in the erection of school houses. In 1838 the Act was amended providing that ministers of religion may visit schools but not be permitted to impart any religious instruction or in any way to interfere with their proceedings. The books prescribed for use were the "Irish National School Series" to the exclusion of all of a distinctly denominational character. The Bible as a text-book was used in all schools. This latter provision created much dissatisfaction among the Roman Catholics, and an agitation was set on foot for a division of the grant. In 1843 an Act was passed by the assembly recognising the principle contended for by the Roman Catholics, and a grant of £5,100 was divided equally between Roman Catholics and Protestants. The country was divided into eighteen Roman Catholic and eighteen Protestant districts, and boards of education were appointed in each to expend their respective allocations. Fees for the first time were made compulsory, and provision was

made for the appointment of an inspector at a salary of £300 sterling per annum. This Act continued to govern all educational operations until 1851, when an Act was passed by the Legislature increasing the grant to £7,500, and creating a central board of education for each of the two religious sections, for the administration of £2,400 only. In the following year (1852) the principle of centralisation was further carried into effect by the establishment of two central boards of education, one for Roman Catholics and one for Protestants, for the administration of the whole of their respective grants. Local boards were appointed to act under the control of the central boards, and to carry into effect their regulations. This arrangement met with determined opposition, and in the following year (1853) an Act was passed repealing this Act and re-establishing the former method of administration by local boards. The country was mapped out into twenty-three districts, and an additional sum of £380 was granted for the establishment of commercial schools in nine of the principal settlements. By this Act, the course of instruction in schools was to consist of reading, writing, arithmetic, and English grammar, and where required, geography, history, and navigation. Also such industrial instruction was to be given as might be deemed necessary by the boards of education. £200 was provided for instruction of Protestant masters in training, which sum was deducted from the Protestant grant before division among the districts. The Act was continued from year to year until 1858, save that in 1857 the grant to fifteen commercial schools was raised to £755

The year 1858 marks a further step in advance in education. The grant was increased to £10,525 and divided among Protestants and Roman Catholics according to their respective numbers. £750 were allocated for the training of teachers, £400 for the inspection of schools, and £1,000 for commercial schools.

The selection of teachers for training was given to boards of education in rotation. This Act, with some slight alterations made in 1866, 1867, and 1870, continued to govern all educational proceedings until 1874, when the grant was further divided among all the religious denominations of the Colony.

Present system.

The existing system of education in Newfoundland is purely denominational and is the development of all former systems. It was inaugurated by the Legislature in 1874 and came into practical operation in the following year.

Act of 1874.

This Act provides for a sum of money for Protestant educational purposes equal in proportion, according to population, to the sum of money appropriated to Roman Catholics for educational purposes, and, further, that this sum shall be apportioned among the various Protestant denominations according to population. For this purpose a census of the Colony was taken in 1874. Three inspectors, one each for Church of England, Roman Catholic, and Methodist, were appointed for the inspection of schools of their respective denominations. The inspection of six schools of other denominations is undertaken by the Church of England and Methodist superintendents in alternate years.

In the first year of their work the inspectors of Church of England and Methodist schools presented a joint report on the condition of education throughout the country. In this they pointed to the difficulty of finding competent persons to take charge of schools, and recommended certain regulations as well for the appointment, supervision and training of teachers as for the examination of teachers then employed. They directed attention to the dingy, cheerless buildings erected without regard to ventilation, and devoid of almost everything to render school work pleasant. The Legislature voted 40,000 dollars for school-houses, which were to be erected under rules and regulations prescribing the capacity and construction of school-houses required, ventilation, outhouses, site and grounds. They described the great diversity of books in the hands of scholars of similar attainments preventing all proper classification, and needlessly retarding the progress of the school, and recommended the adoption of a series of "Royal Readers" by Messrs. Nelson of London.

They outlined a programme of studies for common schools and issued time tables and rules for the management of schools. These recommendations were embodied in an Act which passed the Legislature in 1876, and all subsequent educational operations have been in the direction of improvement on those lines. Pupil teachers are no longer appointed by rotation from the various boards, but are now admitted in training after a competitive examination. A board of examiners was appointed for each denomination to examine all candidates for pupil teacherships, to prescribe their course of study, and to look after their proper education, and after the period of training was ended to grant certificates of qualification, according to merit, of first, second or third grade.

The Governor in Council is the ultimate source of all jurisdiction over the entire education of the Colony. Under an Act passed in 1898 the Colonial Secretary is charged more particularly with the oversight of this department. There is no Minister of Education, and no educational department proper. The superintendents before referred to have, under this limitation, the general oversight and direction of all educational proceedings. The local administration is by boards of education. The country is mapped out into districts respectively coincident with the several ecclesiastical jurisdictions of the clergy of the various denominations, and boards of education are appointed for each by the Governor in Council, consisting of five or seven members of the respective denominations, one of whom is always the resident clergyman.* These boards are required to organise annually for the purpose of electing officers, and to make bye-laws and regulations for the establishment and management of schools within their respective districts, and for the appropriation of the respective sums of money granted to their districts.

They are required to furnish annually audited accounts of income and expenditure, and returns of all schools under their

* See Appendix E, 3, for provisions of Education Act, 1899.

management, to the proper superintendent. The table in Appendix A gives details of all schools in the colony, with their attendance, &c.

There were on 30th June, 1897, 628 schools and colleges in operation, with an attendance of 34,408. The cost per pupil to Government was 4.32 dollars, or 17*s.* 3*d.* sterling, and the proportion of the entire population attending school for the year was 17 per cent. or one in every 5·8. Attendance.

There is no law governing school attendance. The necessity and importance of a compulsory enactment have often been brought before the Legislature, but up to the present it is urged that there are insuperable difficulties in the way of making it law, owing to the scattered nature of the population and the want of means of communication.

There is no system of school tax whatever. The Government Grant is the only reliable source of the income of the boards.

The total amount of the annual Legislative Grant for elementary and secondary schools for the whole Island of Newfoundland, and the Labrador is 154,089.19 dollars. Taking the population of the last Census, 1891, at 200,653, this gives a per capita amount of 76 cents for the entire population for all educational purposes:— Finance.

	Dollars.
Grant for Elementary Schools - - -	102,351.19
„ to Augment teachers' salaries, according to grade - - -	25,297.87
„ for Training teachers - - -	5,610.84
„ „ Inspection, office and incid. -	6,060.00
„ „ Colleges - - - - -	9,565.29
„ „ Council of Higher Education -	4,000.00
„ „ Pensions to retired teachers -	700.00
„ to Pension scheme, about - -	500.00
	154,085.19

The per capita grant for elementary education is 69 cents; for the Colleges and Council of Higher Education, $6\frac{2}{3}$ cents per caput of the entire population.

The Educational Grant is divided among the religious denominations of the Colony according to population, as follows:—

	Dollars.
Roman Catholics - - - - -	54,085.04
Church of England - - - -	51,732.99
Methodist - - - - - -	39,468.73
Presbyterian - - - - - -	1,073.54
Congregationalists - - - - -	579.39
Reformed Episcopal - - - -	360.81
Salvation Army - - -	1,466.15
	148,766.65

Appendix B gives the amount of voluntary contributions and school fees for the year ended 30th June, 1897.

From this table it will be seen that the amount, contributed by the people towards the support of schools during the year, was 37,190.85 dollars, and is 24½ per cent. of the entire Government Grant for Education.

Private Schools.

Outside of the State system there are not more than half a dozen private schools of any kind. They are chiefly in St. John's.

Inspection.

By the Education Act, 1895, the Governor in Council may nominate and appoint three superintendents. One a member of the Church of England, for the superintendence and inspection of Church of England Schools. One a member of the Roman Catholic Church, for the superintendence and inspection of Roman Catholic Schools. One a member of the Methodist Church, for the superintendence and inspection of Methodist Schools. The schools of all other Protestant denominations, with the exception of the Presbyterian and Congregationalist, are placed under the Church of England and Methodist superintendents in alternate years. The law requires that each of these shall be sworn before a Justice of the Peace well and faithfully to discharge the duties of his office. Under the limitations before referred to:—

1. The Superintendent has a general supervision and direction of all schools and training schools of his denomination; and,
2. Is required to enforce the provisions of the Act, and the regulations and decisions of the Governor in Council in reference to the same.
3. To forward to Boards of Education all necessary forms of returns provided in the Act.
4. To prescribe the duties of an assistant with which each superintendent is provided.
5. To visit annually, with the aid of the assistant, each school, training school, and college of his denomination to examine the state and condition thereof as respects the qualifications of teachers, the system of instruction pursued, the order and discipline observed, the mode of keeping school registers, suitability and condition of school buildings and premises, and to give such advice as he may judge proper to teachers and boards.
6. To prepare annually a report of all schools, training institutions and colleges of his denomination, with full details of income and expenditure, and other school statistics. This report is laid before the Legislature in printed form within a month after its next opening.

The salary of each superintendent is 1,620 dollars, or £333 6*s.* 8*d.* sterling, which amount covers all travelling expenses, stationery and rent of office. The sum of £82 6*s.* 1*d.* is provided for the assistant supplemented from other sources to £123 9*s.* 1*d.* All the

clerical work connected with his schools and all payments of his department are (under the Governor in Council) managed by the proper superintendent. In addition he is, by virtue of his office, Chairman of the Board of Examiners appointed to grant certificates of qualification to teachers, and, further, he has the oversight of all pupil teachers sent forward for training.

Singing, Drawing, and Drill.

Singing and drawing are taught in a few schools as a part of the ordinary school work. In the Central Training School of the Church of England, a Bachelor of Music gives special instruction in singing to the teachers in training. In the colleges these subjects are taught by competent masters. No provision is made for lessons in cooking and domestic economy, nor for manual training. Drill forms a part of the discipline in the majority of schools.

Religious instruction.

Each denomination gives instruction in those distinctive matters of faith and duty which each recognises as the groundwork of its system, but no teacher is allowed to impart to any child attending his school any religious instruction which may be objected to by the parent or guardian of such child. With this limitation the Education Act takes no cognizance of religious instruction.

Teachers—Salaries and Training.

Teachers are appointed by Boards of Education assisted by the proper superintendent, and must possess a certificate of qualification from the Board of Examiners empowered for this purpose. There are three Grades, I., II., and III. To these there is a direct money value attached, *e.g.*, teachers of first grade receive 75 dollars per annum, of second grade 55 dollars per annum, and of third grade 32 dollars per annum. The syllabus for grading these teachers is given in Schedule E of the Education Act, 1895. The following is a scale of their payments:—

CHURCH OF ENGLAND.

	Teachers of First Grade.		Teachers of Second Grade.		Teachers of Third Grade.	
	Male.	Female.	Male.	Female.	Male.	Female.
	$	$	$	$	$	$
Average Salary -	434.96	308.26	274.09	191.81	198.87	152.76
Highest Salary -	727.52	417.75	468.73	308.00	345.37	195.82
Lowest Salary -	335.00	225.00	180.14	152.00	102.11	129.30

ROMAN CATHOLIC.

Average Salary -	264.00	218.00	202.00	156.00	166.00	125.00
Highest Salary -	435.00	250.00	270.00	216.00	248.00	163.00
Lowest Salary -	175.00	185.00	135.00	110.00	82.00	91.00

METHODIST.

	$	$	$	$	$	$
Average Salary -	391.95	265.13	281.75	219.98	247.57	187.90
Highest Salary -	631.25	331.41	367.25	283.33	328.00	256.50
Lowest Salary -	243.90	210.00	194.90	164.74	205.50	116.00

There is no training college in the country in the proper professional sense of that term, and no one denomination has the means at present to create and support one. In the absence of such, intending teachers and pupil teachers attend the various colleges, which are supposed to afford facilities for the illustration and practice of the most improved method of teaching. After going through a course of education these pupil teachers have to undergo examinations, are graded according to their merit, and on passing receive certificates without which they are not eligible to be appointed to take charge of schools. Each male pupil teacher in training is allowed by Government 100 dollars per annum, and each female teacher 80 dollars per annum towards board, lodging, education, &c. Each of the leading denominations has attached to its college a residence or home for these pupil teachers, and the charge for their maintenance is a trifle over the Government grant. All pupil teachers are indentured to their proper superintendents under a bond of 400 dollars. The period of training is limited to three years.

Of the total teachers (759) the females are 63 per cent., and the males 37 per cent., but omitting the ladies of the convent schools (Roman Catholic), the females are 56·7 and males 43·3 per cent. of the whole staff.

A scheme for pensions in the elementary schools was established by Act of Legislature in 1892. The scheme is printed in Appendix D.

No free meals are provided in any schools, nor is there at present any arrangement made for continuation schools.

I. (*b.*) Secondary Education.

Four colleges subsidized by the Legislature to the extent of $9,565.29, are established in St. John's. The course of study is similar to that pursued in grammar schools in England. Pupils are prepared for the examinations of the London University, for which St John's has been appointed a centre.

An Act to encourage higher education was passed by the Legislature in 1893. This Act provides for the appointment of an examining body styled the "Council of Higher Education," which is empowered to institute a system of uniform competitive examinations for the pupils of the different schools throughout the colony, and to induce students to present themselves at these examinations by offering in connection therewith diplomas, prizes, and scholarships. The examinations are conducted in a manner similar to that obtaining at the examinations for the London

University, and are divided into a junior and senior grade. Superintending committees and centres for holding the examinations are appointed by the council in any place upon applicants complying with certain forms and conditions. These examinations have had a most healthy stimulus in the larger centres of population, and have tended to give increased method and continuity to the course of instruction pursued in schools. In order to secure the uniform grading of teachers of all denominations, all candidates for pupil teacherships, and for the office of teacher are required to pass the examinations of the council before presenting themselves for examination before the Board of Examiners for certificates of qualification.

The denominational system is working well. It is consonant with the convictions and sentiments of the people generally. To give proof of these convictions, each denomination has expended large sums of money in the erection of school buildings, and particularly in the capital, St. John's, the centre of all movements affecting the welfare of the colony. The Church of England has spent during the last four years on schools and training schools 60,000 dollars. The Methodists have spent more. The Roman Catholics have equalled if not exceeded either, and the splendid colleges which are the result are not only conspicuous ornaments to the city, but as educational establishments would do credit to places otherwise more favourably situated. In addition the annual average expenditure by all denominations for school purposes is $37,190.85, or 24 per cent. of the entire Government grant for elementary and secondary schools.

The Christian Brothers and the convent schools of the Roman Catholic Church are prominent voluntary factors, and the work gratuitously done by these agencies is valued at 10,000 dollars per annum.

WILLIAM PILOT, D.D., D.C.L., &c.,
Superintendent of Church of England Schools in Newfoundland.

St. John's, Newfoundland,
22 March, 1898.

II. Methodist Schools as Related to the Newfoundland System of Education.

Early History.

In presenting a summary of facts and events relating to the establishment, development and progress of Methodist schools, it may be convenient, perhaps necessary, to revert briefly to the condition of education in the Colony prior to 1836, when action was first taken by the Legislature to encourage public schools. This will enable us more readily to trace the origin and history of a movement within the denomination at an early date, which showed a hearty approval and high appreciation of educational efforts; but which from force of circumstances remained for a long time but a feeble factor in regard to direct educational work. From their introduction into Newfoundland the Wesleyan Methodist missionaries, here as everywhere else, attached due importance to the right training of youth. They bewailed the prevailing ignorance and unblushing immorality of the fishing population, that had settled or grown up in settlemerts around the principal bays. In Blackhead, for example, as late as 1820, there never had been a day school. Hence, October 20th, 1819, the missionary appealed to the Missionary Committee to establish a Mission Day School at that station. Similar appeals were made for other missions. Not much, however, could be accomplished for a time, except by way of Sunday Schools, in which in 1824, twelve hundred pupils had been gathered, many of whom therein learned to read their Bibles and Hymn Books. Soon after, as the result of earnest appeals, the parent Wesleyan Missionary Society made a small annual grant whereby in 1825 three Wesleyan Day Schools were put in operation. Besides, as in 1823, the Newfoundland School Society (now the C.C.C. Society) had been organized to provide for the education of the poor in Newfoundland, some of the missionaries gave it countenance and help, and for three successive years, 1824–1826, obtained free from the parent society a donation of £20 per year.

From this time efforts of Wesleyans were continued in some places directly and in others indirectly, till 1836, when an Act to encourage education was passed by the Legislature, providing £300 for the Newfoundland School Society, £300 for certain Roman Catholic schools, and £1,500 for elementary schools, under the direction of education boards, of which the senior or superior clergyman, resident, was made a member. This Act was amended in 1838, providing that ministers of religion should be visitors of schools, without power to give religious instruction therein, and further, that £150 should be granted to purchase books, which should not on any pretence contain or include the doctrines or

tenets of any particular Church or religious society. This Act also provided that money granted in 1836 for Conception and Trinity Bays but not expended, might be used for the erection or procuring of school-houses. Of the total population (75,094,) Wesleyan Methodists numbered only 10,636 in the census of 1838. Hence with privileges secured by the above Acts and 9 Wesleyan day schools in 1840, they had ample opportunity for maintaining an interest in education.

In 1843 an Act was passed granting £5,100, and providing that of the Protestant share £500 should be appropriated for the use of the Newfoundland School Society, and £250 for the use of Wesleyan Methodist schools in the following districts :—Carbonear, Harbor Grace, Brigus, Trinity Bay (North), Trinity Bay (South), Burin, and St. John's.

Wesleyans were also specially interested in Acts passed the same year, to establish and maintain a grammar school at Carbonear, and another at Harbor Grace, for each of which £400 were appropriated per year, besides large amounts at different times towards procuring suitable school-houses. In accordance with certain local efforts, Wesleyans, like other denominations, obtained from the Legislature in 1844–45, for the erection of school-houses, £206 for St. John's, £100 for Cupids, £75 for Harbor Grace, and £75 for Carbonear.

In 1844, £3,000 were appropriated by the Legislature to establish an academy, under a joint directorate, in St. John's. This proved unsatisfactory, and an amending Act was passed in 1850, providing for three academies, namely, one for the Church of England, one for the Roman Catholics, and one for the general Protestants. On the last a board was appointed of five, of whom two only were Methodists, for its population of 14,239.

In 1851 Wesleyans formed the Newfoundland Wesleyan School Society, whose object was to promote the efficiency of Methodist schools, and under its auspices, in 1852, the Wesleyan Normal Day School was opened in St. John's, under two superior teachers from the Glasgow Normal School. This institution succeeded well until failure of health compelled the head master, after three years, to leave the Colony, which was deeply regretted on general educational grounds, but particularly because the Legislature had appropriated in 1853, among other things, a grant of £200 for training Protestant masters in the Newfoundland School Society School or in the Wesleyan Training School, and sundries amounting to £7,880, as the total grant for that year. This Act enjoined that no teacher in the public schools be allowed to impart any religious instruction which may be objected to by parents or guardians. In 1856, £8,080 were granted for ordinary education, and £200 for school-houses, and in the following year a further grant of £375 was made for commercial and other schools.

In 1858 an Act was passed for £10,525 for the maintenance of education, from which, besides the ordinary vote of £250 for Wesleyan schools, £20 for Burin and £20 for Cupids, a special appropriation of £100 from the Protestant share was made for

Wesleyan schools. It was further enacted, that there be two Inspectors of schools, one for the Roman Catholics, and one for the Protestants, at a salary each of £200 a year; and that £750 be granted for training Pupil Teachers, each to receive an allowance of £25 towards his expenses. In 1858 also another Act was passed providing for the Wesleyan Academy, with £200 as its share of the academic grant per year, also for the division of £600 between Wesleyans and the representatives of the General Protestant Academy, voted in Supply Act, 1857, but unexpended. This Act, passed by the Legislature in response to numerous signed petitions, gave much satisfaction, as it placed under the direction of a Methodist Board a classical and mathematical school which, while affording facilities for a good commercial education, should also serve as a training school for teachers for other Wesleyan schools. A suitable building was erected and furnished, and a principal was obtained to commence academic work January 9th, 1860. He was aided from time to time by active and well qualified assistants. Judged by reports to the District Committee, the Wesleyan Academy afforded, from date of opening till 1875, opportunity to hundreds of students to get a thorough and fair education, and to not a few expecting to teach some useful preparation. During that time also Wesleyan schools whose number and attendance varied considerably, according to circumstances, were the means of instructing in useful knowledge from about 300 to 500 pupils a year, or a total of many thousands. This it must be remembered was effected in distinct localities, while education grants were divided between Roman Catholics and Protestants, and while the Methodists, who would have preferred the joint system throughout the Colony, received from Protestant Boards help to run Wesleyan schools in certain settlements. Thus far, however, Methodists claimed an interest in common with other Protestants in Board Schools generally, and wherever found were ready in all districts to co-operate for promotion of education.

Present Educational System.

(a) *Primary Education.*

This was fully introduced by Education Acts 1874 and 1876, which rendered it completely denominational, and provided for separate denominational schools, which however should be public schools and restricted in their operation by a Conscience Clause. Both Roman Catholics and Episcopalians had declared in favour of subdivision, and Methodists somewhat reluctantly complied with their arrangement, as justice was done to all religious bodies by giving to all alike Education Grants per capita. By the 1874 Act 40,000 dollars were provided for school houses and school property, and arrangements made for sub-division of property on an equitable basis, which was in due course accomplished without difficulty. By the 1876 Act $88,251.92 were provided for all purposes, which amount has been increased from time to time according to increase of population, &c., till now it

has reached a total of $149,585.19 per year, besides $4,000 for purposes of the Council of Higher Education.

These grants provide $90,251.65 for general purposes, $4,000 to aid poor districts, $5,297.57 to encourage on certain conditions, involving hearty co-operation, the maintenance of superior schools, $9,565.29 to sustain colleges, $25,297.87 for the encouragement of teachers and supplementing salaries, according to character and certificate of grade, and $4,860 for the salaries, travelling and other expenses of three superintendents.

Administration.

The chief and central authority is vested in H.M. Government. The Governor in Council has power to appoint in each educational district, as defined in the Act, a board of five or seven members of the respective denominations, on which the senior or superior clergyman, resident or officiating in the district, shall be one, to manage and expend all moneys, &c. Such boards in St. John's and in districts in which are superior schools, may consist of nine members; vacancies occurring by death, resignation, or absence from the Colony for twelve months may be filled by the Governor in Council. The annual meeting of every board shall be held on the first Wednesday in July, or as soon as practicable thereafter, when a chairman and other officers shall be elected, accounts submitted and audited, and other business transacted which may be necessary, and correct returns transmitted to the superintendent according to form of schedules prescribed. For public schools there are 152 education boards, of which Methodists have 61. Similar boards are appointed in like manner for the four colleges, but nomination of members is with the respective denominations.

Attendance.

There were 591 schools in 1896, 33,742 pupils, or an attendance of 16·81 per cent. of total population. In 1897, in Methodist public schools, there were 4,695 boys and 4,118 girls, total 8,813. In Methodist colleges there were 260 pupils, 137 males and 123 females. Attendance as yet is voluntary, but as the result of a growing interest in education it is steadily increasing.

Cost.

In 1896 the cost of each pupil to Government was $3.64 on an average for all denominations. In 1897 Methodist boards returned fees $5,374.98 and voluntary contributions towards current expenses $614.66. Methodist College Board returned fees $4,700.73.

Subjects taught.

In public schools, classes are conducted in six standards, in reading, writing, arithmetic, geography, grammar and composition, history, book-keeping, mensuration, geometry, navigation, algebra, drawing, needlework and vocal music. Singing and drawing are taught in many Methodist schools and domestic economy in a few of them.

Religious instruction.

Methodist schools are opened by singing a hymn, reading the Scriptures, and prayer daily. This constitutes usually the amount of religious instruction, which, however, in no case contradicts the Conscience Clause.

Teachers.

Teachers are appointed by Education Boards, must be engaged according to prescribed form, and must have three months'

notice in writing, in case of dismissal, but may be dismissed summarily for immorality. They must hold certificates of qualification from Boards of Examiners, of third, second, or first or associate grade, and faithfully discharge duties distinctly defined in Education Act.

Training of teachers.

Pupil teachers are regularly indentured to the Superintendents of Education, for one, two, or three years, and must attend certain recognised institutions. The Methodist College, with its primary and model school, serves as training and practising school for regular or special pupil teachers. Of total grants before mentioned, $5,610.84 are appropriated for training teachers, of which the Methodist share is $1,489.76 per year. The maximum amount annually paid towards the board, lodging, and training of any male pupil teacher, per Act, is $100, and of females the maximum is $80. By special arrangement with the college executive, and the payment of $400 annually, provided under the Education Act, reduced rates of cost are made applicable to Methodist pupil teachers in the College Home, under the guardianship of the reverend chaplain and guardian. Selection, oversight, and gradation of pupil teachers is conducted by the Board of Examiners for the denomination, and upon the completion of term of training such persons are required, under a penalty of $400, to serve as teacher in a public school for three years, or, if their course of training has extended over two years, one and a-half times as long as the term of training.

Certificated teachers may be admitted to a second course of training for a period not exceeding twelve months, provided they serve as teachers in a public school for at least eighteen months, under a penalty of $200 in case of breach of said contract. During 1897 there were twenty-five regular pupil teachers and four specials admitted for training to prepare them for teaching in Methodist public schools.

Sex of teachers.

In 1897 sixty-one teachers in Methodist schools were males, and one hundred and nineteen females, and of pupil teachers in college, fourteen were males and fifteen were females.

(b) *Higher Education.*

In the Colleges provision is made for teaching advanced classes, in ordinary commercial subjects, in Latin, Greek, French, German, Algebra, Geometry, Mensuration and Land Surveying, Chemistry, Magnetism and Electricity, Freehand and Geometrical Drawing, Trigonometry and Navigation, Shorthand, Music, and School Management. These Colleges are all under Government inspection, and reports of their condition and progress, and a detailed account of income and expenditure, must be transmitted to their respective Superintendents to be laid before the Legislature, in accordance with prescribed forms.

The Methodist College has for its principal a B.A., F.S.S. (London), who has five well-qualified assistants in the Upper School, besides two highly accomplished Professors—one of Music and one of Drawing and Painting. It has also in the

model school four other certificated teachers from kindergarten upwards.

The Methodist College has a new and valuable property which has cost about $80,000, apart from buildings consumed by fire in 1892, which cost about $40,000, and by the hearty contributions of its friends liabilities amounting to nearly $50,000 are being, by voluntary efforts, regularly and steadily reduced. Current income for 1897, comprising grants and fees, was $8,477.61, and expenditure for salaries and current expenses was $7,697.83. Besides 260 reported as above in Upper School, there were 200 pupils in Model School, or a total of 460 under instruction during the past year.

Council of Higher Education

This body represents the denominations and secures the combined thought and action of twenty-three members, appointed by H.M. Government, including three Superintendents of Education and the four Principals of Colleges, *ex-officio*. Its chief object is to promote education by holding examinations by a competent and independent Board of Examiners outside the Colony, and to awaken honourable competition in the schools of Newfoundland, by awarding diplomas, prizes and scholarships to successful candidates. In my judgment, despite certain drawbacks in the way of its success, the Council of Higher Education has had a healthful influence upon public education. It gives diplomas for Junior, Senior, and Associate Grades. In June last pupils in Methodist College won 56 Junior, 40 Senior, and 5 Associate, and in twenty-seven Methodist Public Schools, 92 Junior, 28 Senior, and one Associate, making a total of 222 diplomas.

GEORGE S. MILLIGAN, M.A., LL.D.,
Supt. of Methodist Schools.

St. John's,
March 22nd, 1898.

Copies of the Education Act of 1895 and of the Amending Acts of 1896 and 1899 may be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

III. SUPPLEMENTARY NOTES.

(*a*) Education Estimates, 1898–99 and 1899–1900.

The following tables, summarised from the Journal of the Legislative Council of Newfoundland for 1899, show the Education Estimates for the years 1898–99, and 1899–1900.

A Expenditure for which votes of the Legislature are required.	Estimate. 1898–9.	Estimate. 1899–1900.
Contingencies	$1,500.00	$1,500.00
Gould's School	120.00	120.00
Council of Higher Education	4,000.00	4,000.00
	$5,620.00	$5,620.00
B. Expenditure authorised by Statute.		
Scholarships	$600.00	$600.00
Pensions	700.00	700.00
Grants to Boards	89,551.65	98,551.65
Destitute Places	5,526.39	5,526.39
Higher Education	5,297.87	5,297.87
Pupil Teachers	5,610.84	5,610.84
Encouragement of Teachers	5,297.87	5,297.87
Supplemental Vote	20,000.00	20,000.00
Colleges	9,565.29	9,565.29
Inspection (*a*) Salaries	6,060.00	7,020.00
(*b*) Additional	1,975.28	1,379.07
	$152,685.19	$150,548.98
Summary.		
A. To be voted	$2,620.00	$5,620.00
B. Authorized by Statute	$152,685.00	$150,548.00
	$155,305.19	$156,168.98

(*b.*) Denominational Apportionment of Government Grants for Education, 1899–1900.

The Grants to Boards, Grant for Destitute Places, Grant for Higher Education, Grant for Pupil Teachers, Grant for Encouragement of Teachers, Supplementary Vote, and Grant for Colleges, the aggregates of which are given under *B* above, were all divided among various denominations.

The apportionment prepared for the year 1899–1900 was as follows:—

	Grants to Boards.	Destitute Places.	Higher Education.	Pupil Teachers.	Encouragement of Teachers.	Supplementary Vote.	Colleges.
	$	$	$	$	$	$	$
Roman Catholic -	32,589.39	2,002.21	1,919.41	2,032.80	1,919.41	7,245.98	3,465.49
Church of England -	31,083.15	1,923.08	1,843.56	1,952.46	1,843.56	6,959.61	3,328.53
Methodist - - -	23,716.91	1,467.34	1,406.66	1,489.76	1,406.66	5,310.29	2,539.72
Presbyterian - -	645.05	39.91	38.26	40.52	38.26	144.43	69.08
Congregational - -	348.13	21.54	20.65	21.87	20.65	77.95	37.28
Reformed Episcopal -	216.80	13.41	12.86	13.62	12.86	48.51	23.22
Salvation Army - -	931.30	57.62	55.24	58.50	55.24	208.52	99.73
Other Denominations	20.92	1.28	1.23	1.31	1.23	4.68	2.24

(*c.*) Apportionment of Grants for Inspection, 1899–1900.

The Government Grants for Inspection were thus apportioned in the Estimates for 1899–1900.

(i.) Salaries.	$
Roman Catholic Superintendent - -	1,500.00
Roman Catholic Superintendent, Harbor Grace - - - - - - -	1,000·00
Church of England Superintendent -	1,620.00
Church of England Assistant - -	700.00
Methodist Superintendent - - -	1,500.00
Methodist Assistant - - - -	700.00

(ii.) Additional.	$
Roman Catholic - - - - -	504.94
Church of England - - - -	569.14
Methodists - - - - - -	111.39
Presbyterian - - - - - -	58.03
Congregational - - - - -	31.32
Reformed Episcopal - - - -	19.52
Salvation Army - - - -	83.77
Other Denominations - - -	1.88

(*d.*) Statistics of Roman Catholic Schools.

The following statistics in regard to the Roman Catholic Schools of Newfoundland are taken from the "American Catholic Directory" for 1900. The figures given follow the ecclesiastical division of the country into the two dioceses, Harbor Grace and St. John's, and the Vicariate-Apostolic of St. George's. At the end will be found the totals for the whole province but it has not been possible to test the accuracy of these from other sources than that first mentioned.

(i.) *Diocese of Harbour Grace.*

Catholic Population -	29,000
Convents (Sisters of the Presentation, 3; Sisters of Mercy, 2) - - - -	5
Catholic Schools - - - - -	90

There is also a Roman Catholic Academy in this diocese.

(ii.) *Diocese of St. John's*:

Catholic Population - - - -	45,000
Convents (Sisters of the Presentation, 9; Sisters of Mercy, 5; of Christian Brothers' Schools, 1) - - - -	15

There are in each parish Roman Catholic schools under the care of the parochial clergy, and supported by Government Grants. There are about 30 parishes outside St. John's city.

Besides the parochial schools there are also:—St. Patrick's Schools, kept by the Christian Brothers; Holy Cross Schools, kept by the Christian Brothers; St. Bride's Academy for young ladies, kept by the Sisters of Mercy; St. Bonaventure's College, under a Board of Directors; St. Michael's Orphanage for Girls, kept by the Sisters of Mercy; Boys Orphanage and Industrial School, kept by the Christian Brothers.

(iii.) *Vicariate-Apostolic of St. George's*;

Catholic Population - - - - -	7,000
Convents (Sisters of the Presentation and Sisters of Mercy) - - - -	2
Parochial Schools - - - - -	24
Children attending Parochial Schools, about - - - - - - -	650

(iv.) *Approximate Totals for Roman Catholic Schools in Newfoundland*:

Catholic Population - - - -	81,000
Catholic Schools (parochial) - - -	146
Catholic Academy - - - - -	1
Schools kept by Christian Brothers (including one Industrial School) - -	3
Schools kept by Sisters of Mercy - -	2
Catholic College - - - - -	1

No estimate of the numbers of children attending Catholic Schools can here be attempted. On the ratio of children to schools which obtains in the Vicariate-Apostolic of St. George's, the number for the whole country would be a little short of 4,000 in the parochial schools alone.

(*d.*) From the Report of the Colonial and Continental Church Society from 1899–1900

By kind permission of the Colonial and Continental Church Society the following extracts from their Report for the year 1899–1900 are here reprinted. The work of this Society, originally founded in Newfoundland and called for some years the Newfoundland School Society, has been already referred to in the report by Dr. Pilot, I. (*a*), above.

The work of the Central Training Schools, St. John's, is of special importance, inasmuch as at present not only all the teachers of Church of England Schools but also a large number of teachers in other schools receive their preparation for the work of teaching there.

The following passage is taken from the general summary of the Society's work in its Annual Report for 1899 to 1900.

"By the training of teachers from the out-harbours the Society exercises a wide and far-reaching influence upon the whole country, for upon the Christian character and qualifications of its teachers must depend in large measure the moral qualities and knowledge of those who in the future will have the destiny of their country in their keeping.

"The offertories in the St. John's churches on one Sunday during the past year, amounting to £18 12*s.*, were set apart for educational purposes, and sent home to the Society. This would appear to be the first time the Society's work had been thus publicly recognised.

"The Society's schools in the island are attended by about 2,000 children. under the care of more than twenty teachers. They are conducted with great efficiency, and were never more useful than at present."

The following is taken from a more detailed report of the Colonial and Continental Church Society's work in the Diocese of Newfoundland, and contains certain remarks made by Dr. Pilot. "Sharing in the wider interest now taken in education throughout the colony, the schools of the Society have improved in numbers and in efficiency.

"During the year twenty-five schools have been kept in continuous operation under twenty-five teachers, with a total enrolment of 2,136, and an average daily attendance of 1,112 scholars.

"These schools have been reported upon by the Rev. Canon Pilot, Government Superintendent of Church of England Schools, a copy of which is appended: and in a letter to Mr. Marriott, the

Secretary, he had added some further particulars. He says 'I forward to you a copy of my official report to his Excellency the Governor. From this you will gather my impressions of the Society's schools as ascertained at their examination. In a general way I may say that these schools are doing an excellent work. As a whole they are superior to any equal number of Board Schools.

"'Of those in St. John's I can add nothing to your own knowledge, save to say that I do not know what we should do without them. . . . . In the examinations of the Council of Higher Education last year, the Central Training School again headed the list of all Church of England schools that sent up candidates, and its pupils gained 50 per cent. more honours than did any of our schools in the colony outside of the colleges. Candidates from sixteen other Church of England schools were presented for these examinations, of which schools all the teachers, save one, had received their training in the Central Schools. Considering that the scope of these examinations is widening year after year, this is a most creditable record, and if there were nothing else to say, it should satisfy the Society and its friends that their efforts on behalf of the poor of Newfoundland have not gone for nothing, and that their present work justifies the continuance of their help and support.

"But it is not in sharpening wits, imparting information and cultivating faculties, that the chief work of this Society lies. These modes may make children sharp and keen in matters appertaining to this life. There is another and a nobler side to this Society's work. These schools of theirs are first and foremost schools for religious instruction. The education given in them embraces the whole man, his body, mind and spirit, and only so far as these receive appropriate attention and culture, can education be said to be either successful or profitable. This then is the aim and object of these schools —a religious and secular education. Children are taught that they are sinful, yet capable of being good—that they are liable to temptation, and yet may find help to resist it —that this life is but a trial period and a time of preparation for that redemption of body, soul, and spirit, purchased by a Saviour's Death and Passion. After over a quarter of a century's experience in the examination of schools, I give it as a confirmed opinion that where religious instruction is best attended to, there also is there more and more conscientious work performed in secular instruction.

"In work with pupils in training, the Central Schools have had a year of marked success. Thirty-eight pupil-teachers have been in attendance, twelve males and twenty-six females. Twelve of these are with us to-day. The others have passed the Government examinations for certificates, and are now employed in schools in all parts of the colony.'"

The Report of the Corresponding Committee of the Colonial and Continental Church Society in Newfoundland concludes

with the following words:—"To the Government for the usual grants in aid, to the subscribers for their increased interest and increased subscriptions, and to the Parent Society without whose help much ignorance must of necessity exist in this colony, the thanks of this Committee are most cordially tendered."

During the year ending April 1, 1900, the Society expended in grants and by salaries of missionaries £740, upon its work in Newfoundland. It is, however, impossible to ascertain what proportion of this sum was devoted to purposes purely educational.

APPENDIX A.

RETURN of SCHOOLS in NEWFOUNDLAND for year ended 30th June 1897.

Denomination.	Population.	Total Government Grant.	Character of School.	Number of Schools.	Teachers.		Total Teachers.	Whole Number attending for Year.	Cost of each Pupil to Government.	Percentage of Attendance compared with Total Number on Register.	Percentage of Denominational Population attending School.
					Male.	Female.					
Church of England -	69,823	*Dollars.* 52,259.14	Public (Board) Schools - -	197	109	85	194	9,511	*Dollars.* 4.42 or 18*s.* 2*d.*	51	16·9 or 1 in 5·9.
			Colleges - - - - -	2	5	3	8	238			
			Colonial and Continental -	—	—	—	—	—			
			Church Society Schools -	21	17	3	20	2,069			
				220	131	91	222	11,818			
Roman Catholics -	72,696	54,085.04	Public (Board) Schools - -	190	60	140	200	8,983	4.10 or 17*s.* nearly.	55·5	18 or 1 in 5·56.
			Colleges - - - - -	1	6	—	6	168			
			Academies - - - -	3	4	4	8	243			
			Convent Schools - - -	21	—	116	116	2,884			
			Christian Brothers School -	2	11	—	11	902			
				217	81	260	341	13,180			
Methodist - -	53,276	40,395.14	Public (Board) Schools - -	185	61	119	180	8,890	4.42 or 18*s.* 2*d.*	55	17·1 or 1 in 5·8.
			Colleges - - - - -	1	5	9	14	260			
				186	66	128	194	9,150			
Others - -	4,858	2,027.06	Public (Board) Schools - -	5	2	3	5	230	5.63 or 1*l.* 3*s.* 2*d.*	—	7·4 or 1 in 13 4.
			Presbyterian College - -	1	1	—	1	130			
				6	3	3	6	360			
				629	281	482	763	34,508	4.31 or 17*s.* 3*d.*	—	17·1 or 1 in 5·8.

APPENDIX B.

VOLUNTARY CONTRIBUTIONS, FEES, &c., towards EDUCATION in NEWFOUNDLAND.

Denomination.	Voluntary Contributions in Money.	Voluntary Contributions in Kind.	Fees.	Total.	Percentage of Contributions compared with Government Grant.	Government Grant per head.	Voluntary Contributions per head.
	Dollars.	*Dollars.*	*Dollars.*	*Dollars.*		*Cents.*	*Cents.*
Church of England -	4,904.00	2,100.00	7,981.48	14,985·48	29	75 or 3*s.* 1*d.*	22
Roman Catholics - -	2,000.00	1,500.00	4,965.00	8,465·00	15·6	74 or 3*s.* 0½*d.*	12 nearly
Methodist - - -	614.66	1,000.00	10,575.71	12,190·37	30	76 nearly or 3*s.* 1½*d.*	22
Other - - - -	950.00	—	600.00	1,550·00	76	42 nearly or 1*s.* 9¾*d.*	31
	8,468.66	4,600.00	24,122.19	37,190·85	24	76½ or 3*s.* 2*d.*	18

APPENDIX C.

Programme of Studies for Elementary Schools, Newfoundland.

Grade School.	Standards.	Subjects.							Remarks.
		Reading and Spelling.	Writing.	Arithmetic.	Grammar.	Composition.	Geography.	History.	
Third Grade. Second Grade. Third Grade.	I.	To read in monosyllables.	To print letters or figures on slate.	Simple exercises in Arithmetic, Ball Frames, &c.	—	—	—	—	It will be seen by reference to this Schedule that in Third Grade, scholars are required to pass in Standards I., II.; and in Second Grade in Standards I., II., III., and IV.; and in First Grade they are required to pass in all Standards. The subjects presented in this Schedule are regarded as essentials; schools in which Singing, Drawing, Drill, Book-keeping, Geometry, Algebra, Navigation, the Languages, or other higher branches are taught, will receive honourable mention. Two-thirds of those in attendance will be required to pass in each standard, in order to qualify for any grade.
	II.	To read a paragraph from an elementary book.	To transcribe a sentence correctly.	Simple addition and Subtraction, and Multiplication Tables to six times 12.	—	—	—	—	
	III.	To read with intelligence a short paragraph from a more advanced class book.	To write on slate from Dictation correctly in copy-books, elements of simple letters.	To work an exercise in any of the compound Rules.	—	—	Elementary, and particularly a map of Newfoundland.	—	
	IV.	To read with accuracy a passage in poetry or prose.	Copy-books to show improvement.	Practice, Bills of Parcels and Simple Proportion.	To point out Nouns, Verbs and Adjectives in a sentence.	Easy composition.	Outlines of Western Hemisphere, particularly of British North America.	Introductory.	
	V.	To read with fluency and expression a passage in poetry or prose.	Same as above -	Simple Interest, Vulgar and Decimal Fractions.	Parsing and analysis of simple sentences.	To write from memory the substance of a story read out twice.	Outlines of Eastern Hemisphere, particularly the British Isles.	History of Newfoundland.	
	VI.	To read and recite with taste and expression.	Same as above -	Compound Interest, Compound Proportion, and Discount.	Parsing and analysis advanced.	Original - -	The world, with map drawing.	British History.	

APPENDIX D.

TEACHERS' PENSION FUND.

59. For the purpose of providing for the retirement of all teachers of public schools upon their reaching the age of sixty years, there shall be established a fund, to be known as "The Teachers' Pension Fund," in the manner hereinafter specified, that is to say,—

(1.) From the appropriation made under section 11 of this Act to each teacher who has received a certificate of grade from any Board of Examiners appointed under this Act, the Governor in Council shall deduct, every six months, one half of the annual premium required to be paid by such teacher, according to age, as fixed in the six per cent. columns in Schedules J and K of this Act, which sums so deducted shall be deposited in the Savings Bank of this Colony to the credit of the said fund.

(2.) Upon the amount accumulated to the credit of the fund at the beginning of each calendar year there shall be allowed by the Government interest for the ensuing twelve months, at the rate of three per cent. in addition to the interest paid by the Savings Bank, which amount of interest so allowed by the Government shall be deposited to the credit of the said fund in the Savings Bank.

(3.) In consideration of the regular payment of the annual premiums provided for in sub-section 1, each male teacher shall, upon reaching the age of sixty years, be entitled to receive a pension of one hundred dollars per annum, during the remainder of his life, and each female teacher, during the remainder of her life, a pension of eighty dollars.

(4.) The Government of the Colony shall be trustees and managers of this fund, which shall be deposited in the Savings Bank, and the pensions shall be paid quarterly during the lifetime of the respective pensioners, at the office of the said Bank, upon the order of the Colonial Secretary. An annual report of the condition of the fund shall be laid before the Legislature within one month after the opening of the next succeeding session.

(5.) In the case of the death of any contributor to this fund, before he shall have entered upon his pension, the whole sum he has contributed, with compound interest at six per cent., shall be returned to his legal representatives, provided he has not forfeited his claim under sub-sections 9 and 13.

(6.) Any contributor to this fund who shall cease to follow the occupation of a teacher shall be permitted, provided he has made twenty annual payments to the fund, to secure to himself the pension by paying thenceforth, until he arrive at the age of sixty years, the annual premium fixed for his age at entrance as stated in the three per cent. columns contained in Schedules J and K of this Act.

(7.) After the provisions relating to this fund shall have come into operation, any contributor thereto who shall cease to follow the occupation of a teacher, after five full years' service as such, and payment of five annual premiums, shall be permitted to withdraw from the fund all his contributions, with compound interest at three per cent.

(8.) Should any contributor to this fund, who has taught a public school for a period of five full years, after this scheme has come into operation, cease to follow the occupation of a teacher for not more than two years, he shall, if he again become a teacher of a public school, within the said period of two years, and have not withdrawn his deposits, as provided for in sub-section 7, resume his connection with this fund by paying his arrears of contributions, with compound interest at six per cent.

(9.) Should any contributor to this fund, who has taught a public school for a period of less than five full years, cease to follow the occupation of a teacher, he shall forfeit all claim upon this fund, and if he again become a teacher, shall resume his connection with the fund by paying the annual premium based upon his age at reentrance: provided that, where such teacher has retired, owing to failure of health, he shall, if he again become a teacher, within two years from the date of his retirement, resume his connection with the fund on his former footing without such forfeit, by payment of his arrears with compound interest at six per cent.; provided further, that any teacher employed on or before the first day of July, 1892, may, upon ceasing to follow the occupation of a teacher, withdraw all his contributions to the fund, with compound interest at three per cent.; provided he has taught a public school five full years at the time of his retirement.

(10.) No teacher beyond the age of forty years shall be permitted to become a contributor to this fund; provided this shall not apply to teachers over forty years, employed on or before the first July, 1892, such teachers shall have the option of becoming contributors to this fund within a period of two years therefrom, by signifying their desire in writing to the managers of the fund.

(11.) All premiums required in connection with this fund shall be made in half-yearly instalments on the 30th day of June and 31st day of December in each year. Teachers, on first being employed, if they have taught for less than six months at either of the above dates, shall pay proportionate parts thereof.

(12.) For the purposes of this fund, the age of every teacher contributing thereto shall be taken to be his age on his birthday nearest to the date of his employment as a teacher.

(13.) Any teacher whose certificate has been cancelled for drunkenness, or other immoral conduct, shall forfeit all claim upon this fund.

60. No payments shall be made from this fund except in accordance with the provisions of the next preceding section.

61. After the lapse of twenty years from the first day of July, 1892, any funds which shall be found to have accumulated over and above the amount necessary to secure the payment of all claims provided for in section 59, shall be applied either in diminution of the future annual premiums of the contributors, or in augmentation of their pensions, as the trustees and managers of this fund shall determine.

62. The provisions of section 59 shall not apply to teachers who are members of any religious Order, unless they so desire.

SCHEDULE J.

Annual Premiums required to be paid by each Male Teacher, according to age, as provided for in Sub-section 1 of Section 64 of this Act, in order to secure to himself, upon his reaching the age of Sixty years, a pension of 100 dollars per annum during the remainder of his life, expectation of life at that age being taken at 12·5 years, and premiums being calculated on the scale of three and six per cent. compound interest.

AGE.	Number of Payments.	Annual Premiums on the Scale of Three per Cent. Compound Interest.	Annual Premiums on the Scale of Six per Cent. Compound Interest.	AGE.
		Dollars.	Dollars.	
16	44	11.56	4.29	16
17	43	12.04	4.57	17
18	42	12.68	4.87	18
19	41	13.09	5.19	19
20	40	13.66	5.54	20
21	39	14.25	5.91	21
22	38	14.90	6.31	22
23	37	15.28	6 73	23
24	36	15.56	7.19	24
25	35	17.03	7.69	25
26	34	17.84	8.22	26
27	33	18.52	8.80	27
28	32	19.61	9.43	28
29	31	20.60	10.10	29
30	30	21.65	10.84	30
31	29	22.78	11.63	31
32	28	23.97	12.50	32
33	27	25.30	13 43	33
34	26	26.72	14.47	34
35	25	28.25	15.60	35
36	24	29.92	16.85	36
37	23	31.74	18.21	37
38	22	33.73	19.72	38
39	21	25.92	21.40	39
40	20	38.33	23.31	40
41	19	41.08	25.41	41
42	18	44.00	27.75	42
43	17	47.79	30.39	43
44	16	51.10	33.39	44
45	15	55.38	36.82	45
46	14	60.28	40.77	46
47	13	65.95	45.37	47
48	12	72.58	50.77	48
49	11	80.42	57.23	49
50	10	89.93	64.92	50

SCHEDULE K.

Annual Premiums required to be paid by each Female Teacher, according to age, as provided for in Sub-section 1 of Section 64 of this Act in order to secure to herself, upon her reaching the age of Sixty years a pension of 80 dollars per annum during the remainder of her life, expectation of life at that age being taken at 13·5 years, and premiums being calculated on the scale of three and six per cent. compound interest.

AGE.	Number of Payments.	Annual Premiums on the Scale of Three per Cent. Compound Interest.	Annual Premiums on the Scale of Six per Cent. Compound Interest.	AGE.
		Dollars.	Dollars.	
16	44	9.85	3.61	16
17	43	10.26	3.84	17
18	42	10.69	4.10	18
19	41	11.13	4.37	19
20	40	11.63	4.66	20
21	39	12.14	4.98	21
22	38	12.68	5.31	22
23	37	13.25	5.67	23
24	36	13.86	6.06	24
25	35	14.50	6.48	25
26	34	15.18	6 93	26
27	33	15.92	7.41	27
28	32	16.70	7.94	28
29	31	17.54	8.51	29
30	30	18.43	9.13	30
31	29	19.39	9.80	31
32	28	20.42	10 73	32
33	27	21.54	11.32	33
34	26	22.74	12.19	34
35	25	24.05	13.14	35
36	24	25.47	14.19	36
37	23	27.02	15.34	37
38	22	28.71	16.61	38
39	21	30.57	18.02	39
40	20	32.63	19.64	40
41	19	34.90	21.40	41
42	18	37.45	23.37	42
43	17	40.29	25.59	43
44	16	43.49	28.12	44
45	15	47.14	31.02	45
46	14	51.30	34.34	46
47	13	56.13	38.21	47
48	12	61.79	42.76	48
49	11	68.45	48.15	49
50	10	76.51	54.68	50

APPENDIX E.

Some Provisions of the Education Act of July, 1899.

1. The Governor in Council may nominate or appoint an Assistant both to the Superintendent of Church of England Schools and to the Superintendent of Methodist Schools. Such assistants are called Assistant-Superintendents, and act under the directions of the Superintendents.

2. *Salaries.*—

	$
Superintendent of Church of England Schools -	1,620
Assistant do. - - - - - - - -	700
Superintendent of Roman Catholic Schools, except Diocese for Harbor Grace - - -	1,500
Superintendent of Roman Catholic Schools, Diocese of Harbor Grace - - - -	1,000
Superintendent of Methodist Schools - -	1,500
Assistant do. - - - - - - - -	700

3. In districts where superior schools are or may be established, Boards of Education, whether Church of England, Roman Catholic, or Methodist Boards, may consist of nine or more members. They may consist of nine members in St. John's districts. One layman shall retire annually, but shall be eligible for reappointment at the end of the next, second, or other succeeding year. The members of existing Boards retire in order of seniority of appointment.

4. No Superintendent or Assistant-Superintendent shall engage directly or indirectly in any commercial undertaking or business.

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